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ABSTRACT

North Carolina established programs and projects designed to meet the special educational needs of migrant children and coordinated them with similar agencies. During the 1975-76 school year, the migrant program's priorities were program continuity, regular school term and summer projects for interstate and intrastate migrants, staff development activities, the Migrant Student Record Transfer System, migrant education program support team, and mobile vocational instructional program. These priorities were met through the implementation of 60 projects administered indirectly through 35 local education agencies. During the year, 11,379 migrant children were served. Emphasis of regular school term projects was to supplement and reinforce instruction in language arts and mathematics for elementary school students. Summer programs provided a full range of instructional and supportive services. All projects used some type of achievement measurement to document attainment of major project objectives. Overall, the program was meeting its objectives. Using project evaluations, test data, and monitoring reports, this 1976 evaluation report was prepared. Data covered include: children served, grade placement, instructional and supportive services, program coordination, staff utilization, community involvement, dissemination, interstate planning, testing results, exemplary programs, and state and local education agencies program management. (NQ)

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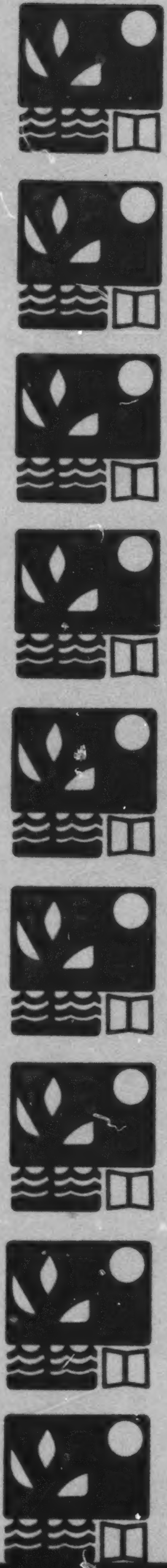

1976
Migrant Education

STATE EVALUATION REPORT

MIGRANT EDUCATION SECTION / DIVISION OF COMPENSATORY EDUCATION / NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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PREFACE

This is the tenth annual migrant education program evaluation report. Ten years ago the State Director of the program for migrant children compiled a summary of information submitted by the LEAs and prepared a single report to be transmitted to the U. S. Office of Education. This report ten years ago indicates that there were migrant education projects operating in 12 LEAs, that a total of 548 migrant children were enrolled and that the total expenditure for that fiscal year was $120,545.00.

The program has grown so that ten years after this modest beginning, this report represents more than 10,000 children served in 59 separate projects conducted in 35 LEAs at expenditures of more than $2.5 million.

As the program began to grow and expand, the evaluation of the program was done under a contract with the Learning Institute of North Carolina. LINC did the evaluation of the migrant program for two years, after which time it was done through an agreement between the Division of Research in the Department of Public Instruction and the migrant education section. Eventually the entire responsibility for program evaluation was shifted back to the migrant education section as it was in the beginning. The migrant education section has full responsibility for supervising the evaluation of the local projects and compiling the annual evaluation report which is submitted to the U. S. Office of Education.

This is the third year during which the evaluation of the local migrant projects has been a major responsibility of the local project director. As more responsibility for evaluating local migrant projects has been shifted to the local project director, the state migrant education office has assumed more responsibility for compiling the State Annual Evaluation Report.

Information in this tenth annual report relates to the 1975-76 school term projects and the 1976 summer projects. The information has been consolidated into one report in order to meet the federal requirements of an annual evaluation report. Every effort has been made to include all essential information while at the same time restricting the size of the report to that which is necessary to fulfill the federal requirements and make a maximum contribution to the improvement of future migrant education programs.

The contributions of Arch Manning and Dan Pratt are acknowledged with appreciation. It was only through their careful review of local project activities, knowledge of the impact of the local projects on the education of migrant children, and analysis of the local project evaluation reports that determinations could be made relating to the degree to which the local projects met their objectives, and the noteworthy and exemplary components of the local projects.

Gratitude is also expressed to Barbara Oliver for her assistance in editing the manuscript and to Ellie Wren and Jewell Jeffreys for their work in typing and binding the publication.

Y. A. Taylor
October, 1976

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PROGRAM CRITIQUE

The priorities, in rank order, of the state migrant education program are:

1. Program continuity
2. Summer programs for interstate and intrastate migrant children
3. Regular school term programs for interstate and intrastate migrant children
4. Staff development activities
5. Migrant Student Record Transfer System
6. Migrant Education Program Support Team
7. Mobile vocational instructional programs

These priorities are met through the implementation of approximately 60 projects which are administered indirectly through local education agencies. During the entire process related to delivering services to the migrant children, the state migrant office provides assistance and consultation. The major steps in providing educational services to the migrant include identification, recruitment, project development, project operation and project evaluation.

In addition to instructional services provided indirectly through the local education agency, the state migrant office provided direct services to the migrant children through a mobile vocational program of instruction in automotive engine tune-up and small engine repairs, and a program support team which worked closely with the local migrant project staff to assist them in delivering needed services to the migrant children.

Program continuity ranks highest among the priorities in the North Carolina migrant education program. This priority was met through various strategies which included several efforts to coordinate the program in North Carolina with those in other states. The state was represented at the East Coast Regional Workshop at which 21 east coast states cooperated in the development of objectives and strategies to deliver some degree of continuum to the migrant child's instructional program.

Other examples of interstate cooperation which have a bearing on the continuity of programs for interstate migrants can be cited as a result of the participation of the State in a Section 505 project and the participation of the State Coordinator in national and regional conferences on migrant education.

Projects conducted during the summer for interstate and intrastate migrants have the second priority in the North Carolina migrant education program. During 1976 twenty-four (24) LEAs offered services to these students. These projects had the following advantages over the regular school term projects: more adequate school facilities; better trained instructors; more available equipment and materials; more flexibility of scheduling, fewer curriculum restrictions; more positive community support, and more coordination with community agencies.

Regular school term projects are the third priority of the state migrant programs. Approximately 7,000 migrant students were served in 35 LEAs during the 1975-76 school year. These students were scattered throughout at least 100 separate schools. The mere logistics of delivering supplemental services to eligible students during the regular term is a determining factor of project design. Instructional services were rendered to students by all regular term projects. Each 1976 project used teachers or paraprofessionals (tutors/aides) for supplementary individual or small group instruction in areas of deficiency.

The majority of the projects emphasized remedial reading. Where well established Title I reading projects also served the migrant students, mathematics was a frequent offering. On the basis of needs assessment, projects provided instruction in social science, and natural science in its offerings.

All of the local project evaluation reports indicated the successful attainment of a majority of their objectives (see Tables XI and XII). This determination was based upon a large number of instruments which were used to document progress. Monitoring reports, achievement test scores, news releases, minutes of meetings, schedules of staff activities, and other instruments were all used to document the attainment of the project objectives.

Analysis of test results indicates an increase in achievement as compared to reported gains in previous years. It is apparent that much emphasis was placed on recruitment and enrollment of children in migrant education projects during 1975-76. There was an increase in the number of children served during both the regular school term and the summer term. This increase in enrollment was due in part to the initiation of five new projects during the year. The total enrollment figures would have been even higher if several counties with concentrations of migrant children had not declined to provide special services and projects for them.

During the regular school term some of the instruction was provided within the regular classroom. In most instances, however, the migrant teacher or tutor worked with individuals or small groups of students in areas set aside for this purpose. There was quite a range in the quality of the facilities available for these activities -- from shared office space to elaborately equipped learning labs. Lack of suitable instructional space was the most common weakness reported in the program. Occasionally the time required for the tutor to travel between schools was reported as a weakness.

Other problems cited as deterrents to successful programs were the lack of trained personnel to work in the project, the lack of parental interest and involvement in the educational program for the children, and the laxity observed in following the procedures and requirements of the Migrant Student Record Transfer System.

Some clerks had a tendency to accumulate a large number of student records before transmitting them to the terminal operators. Some records were transmitted with careless errors and incomplete update information on academic and supportive services received by the children.

Factors most often mentioned as project strengths were favorable teacher-pupil ratios, individualized instruction, and the cooperation of other agencies in providing for the supportive needs of the migrant families.

The staff development activities sponsored by the state migrant office were a significant factor in the success of the local projects. During the regular school term, workshops were sponsored to improve the competencies of the teachers and tutors in the area of reading and mathematics. The summer staff development efforts concentrated on reading, mathematics and cultural arts. Other staff development activities sponsored by the state migrant office included sessions for all program personnel in the procedures of the Migrant Student Record Transfer System.

In addition to the State sponsored workshops, each LEA project included some locally planned in-service education for their staff. The end result of these staff development activities has been the improvement of the local projects and better services to the migrant children who have been enrolled in the program.

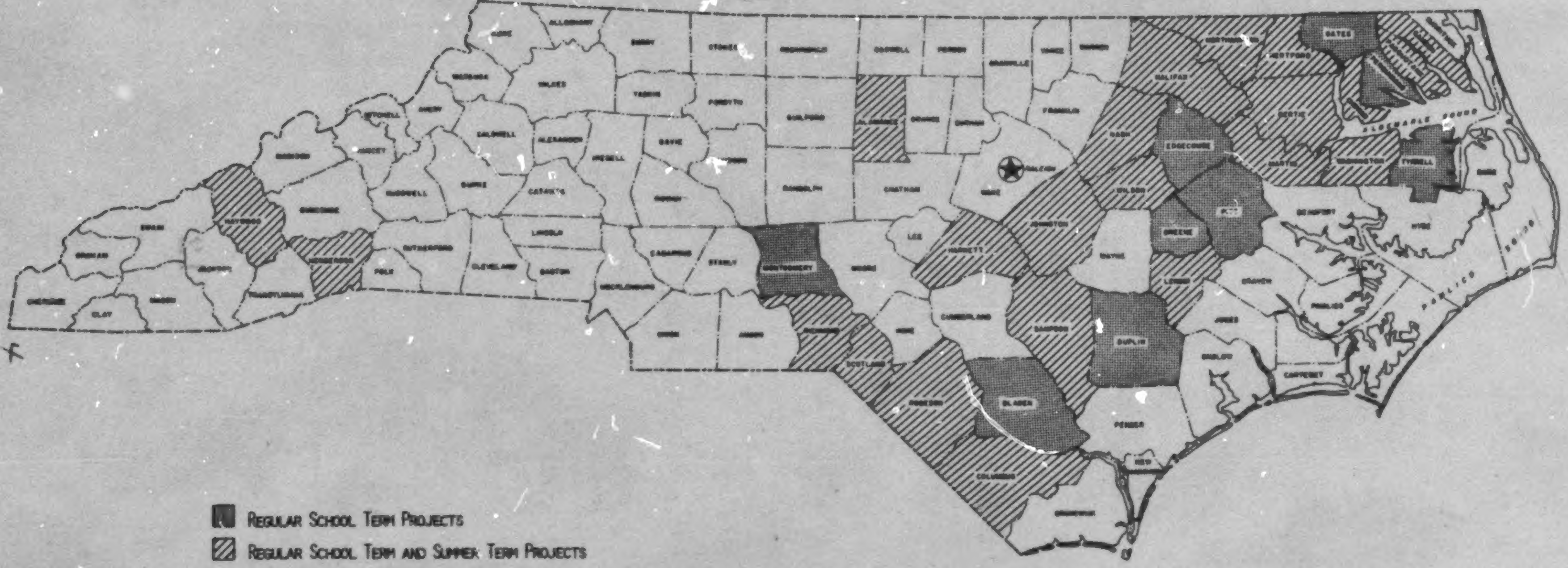
The cooperation between the State migrant office and the LEAs is one of the strong points of the program. The services provided through the migrant consultants has resulted in a strong bond between the SEA and the LEAs and an outstanding rapport with local project administrators and school officials. This understanding and cooperation has made it possible to bring about necessary changes in local project designs with a minimum amount of confusion and frustration.

Another example of cooperation between the state migrant office and the LEA is through the use of cassette recordings of the highlights of the local evaluation report. The local staff has an opportunity to respond to the comments made in the evaluation report and file these comments with the state office. This open line of communication and feedback system helps to strengthen the relationships between the SEA and LEA.

One of the most significant accomplishments of the State program was the development of a program of cooperation with other agencies to provide supporting services to the migrant education program. Through this cooperation the Migrant and Seasonal Farm Workers Association provided a limited number of teachers, tutors and home-school liaison personnel to work in the migrant education programs.

FIGURE I

LOCATION OF MIGRANT EDUCATION PROJECTS IN NORTH CAROLINA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RALEIGH
▩ REGULAR SCHOOL TERM PROJECTS
▨ REGULAR SCHOOL TERM AND SUMMER TERM PROJECTS

CHAPTER I

INTRODUCTION

North Carolina's agricultural economy is dependent in part upon migrant and seasonal farmworkers. These families and individuals move from crop to crop and farm to farm in order to find employment in the harvest of agricultural products. Those who move from county to county within the state are intrastate migrants; and those who follow the crop harvests across state lines, often moving long distances up or down the Atlantic coast, are interstate migrants. The latter generally move north in the spring and summer; then they work their way back to their "home-base" in the fall and winter.

Farming is North Carolina's greatest industry. The state ranks first in the nation in the production of tobacco and sweet potatoes, second in peanuts, third in turkeys, fourth in eggs and broilers, eighth in apples, ninth in corn and tenth in soybeans. It ranks tenth in gross farm income and ninth in the export of agricultural products. Farmland covers nearly half the State, providing $1.76 billion in income to the State's economy; and the sale of crops accounts for more than half the State's farm income. This indicates how important the migrant's job is. Without him, the growers could not survive.

During the 1975-76 school term there were substantial numbers of interstate migrants in Bertie, Columbus, Duplin, Halifax, Harnett, Haywood, Henderson, Hertford, Johnston, Nash, Northampton, Sampson, Washington, and Wilson counties and in the Goldsboro City district. Interstate migrants enrolled in fewer numbers in other LEAs within the state. Home-bases of these interstate migrants were North Carolina, Florida, New York, Virginia, South Carolina, Maryland, New Jersey, Texas, Pennsylvania, California, Connecticut, Colorado, Georgia, Delaware, Indiana, Michigan, Arkansas, Mississippi, and Ohio. (See Figure IV).

During the summer of 1976 there were concentrations of interstate migrants in Bertie, Columbus, Halifax, Harnett, Northampton, Pasquotank, and Robeson counties. Home-bases for the interstate migrants who worked in North Carolina included Alabama,California, Colorado, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Michigan, Mississippi, New Jersey, New Mexico, New York, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, District of Columbia and Wisconsin. The greatest numbers of these interstate migrants came to North Carolina from Florida, Mississippi, South Carolina and Virginia. (See Figure V).

Since the movement of migrant families causes the education of the children in those families to be interrupted, the Federal government enacted legislation to assist in providing compensatory educational programs especially for migrant children. Funds were appropriated "to establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers and to

TABLE I

NORTH CAROLINA'S 1976 MIGRANT EDUCATION PROGRAMS

LEAs Having Regular Term Projects Only	LEAs Having Regular and Summer Term Projects
Bladen County	Alamance County
Duplin County	Bertie County
Edgecombe County	Camden County
Gates County	Columbus County
Goldsboro City	Edenton-Chowan
Greene County	Halifax County
Montgomery County	Harnett County
Perquimans County	Haywood County
Pitt County	Henderson County
St. Pauls City	Hertford County
Tyrrell County	Johnston County
	Lenoir County
	Martin County
	Maxton City
	Nash County
	Northampton County
	Pasquotank County
	Red Springs City
	Richmond County
	Robeson County
	Sampson County
	Scotland County
	Washington County
	Wilson County

coordinate these programs and projects with similar programs in other states." In its efforts to carry out this legislative mandate, the State Migrant Education Section has adopted objectives, established priorities, and developed administrative guidelines to assist the local education agencies in providing services to eligible migrant children.

A part of the effort to serve migrant children in North Carolina is the cooperation of the State Education Agency with other agencies which have responsibilities for serving migrants. The Migrant Education Section is represented on the State Advisory Committee on Services to Migrants. This organization meets six times a year for the purpose of sharing information and planning effective cooperative activities within the respective role of each member agency in order to meet more effectively the needs of the migrant families who come to North Carolina to harvest our crops. One of the migrant program consultants in the LEA serves as secretary of this interagency committee.

The number of persons employed in farm work and the need for interstate farm labor have decreased over the past several years. Statistics from the U. S. Departments of Labor and Agriculture graphically point out this trend which has been brought about in part by the low average annual wages received for seasonal farm work and in part by the increased mechanization of farming operations.

NATIONAL PROGRAM GOALS

Goals for the national program have been developed. These are the foundation for the total operation of the migrant education activities. State objectives are developed with these goals in mind and local project activities lend their support to them. The national program goals are to:

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

STATE OBJECTIVES

In developing projects at the local level, each LEA is free to establish its own project objectives, but is held responsible for supporting the State objectives, which are as follows:

1. To assist in the identification and enrollment of migrant children and youths in the migrant education projects.

2. To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of migrant children.

3. To promote activities designed to advance the migrant child's social growth and group interaction skills.

4. To provide for a program of supporting services in the areas of medical, dental, nutritional, and social services for migrant children.

5. To provide technical and consultant services in the planning, operation, and evaluation of local migrant projects.

6. To provide for the extension of total services to migrants through interagency cooperation and coordination.

7. To provide supplementary programs of instruction to improve the occupational skills of migrant youths.

8. To promote the active involvement of migrant parent advisory councils in the local migrant education projects.

9. To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.

10. To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education.

11. To promote interstate cooperation and program continuity for migrant children.

12. To provide opportunities for supporting personnel to improve their competencies through appropriate training.

13. To evaluate the academic and social progress of migrant children in the local projects on the basis of objective and subjective data.

14. To promote fiscal management procedures commensurate with legislative requirements and program guidelines.

15. To provide for appropriate dissemination of program information.

PRIORITIES OF THE STATE PROGRAM

The priorities of the State Migrant Education Program are as follows (listed in descending order):

1. Program continuity

2. Summer programs for interstate and intrastate migrants

3. Regular school term programs for interstate and intrastate migrants

4. Staff development activities

5. Migrant Student Record Transfer System

6. Program support team

7. Mobile vocational instructional program

For purposes of this report the migratory children are classified as interstate, intrastate and formerly migratory. These categories of migratory children are defined as follows:

INTERSTATE MIGRANT - A child who has moved with a parent or guardian within the past year across state boundaries in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

INTRASTATE MIGRANT - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

FORMERLY MIGRATORY (FIVE-YEAR MIGRANT) - A child who has been an interstate or intrastate migrant as defined above but who, along with his parents or guardian, has ceased to migrate within the past five years and now resides in an area in which a program for migratory children is provided.

Identification and recruitment of students for migrant education projects is extremely important. Adequate time for travel and an agressive school employee seem to be key ingredients. In many projects the Rural Manpower Service representative is quite helpful. It should be recognized, however, that many eligible migrants are not associated with crews which are registered with the Rural Manpower Service. In these cases it is the responsibility of the LEA to use any or all of the other resources available to recruit and enroll the eligible migrant children. Since there are no guarantees that excellent recruitment efforts will result in enrollments, it is necessary to emphasize recruitment on all occasions.

PROGRAM DEVELOPMENT

Prior to the beginning of the 1975-76 school term and again before the beginning of the 1976 summer migrant projects, State migrant education consultants and the local education agencies having or expecting an influx of migrant children made a survey within the LEAs and gathered data from available sources in the local unit to determine the number of eligible migrant children who might be enrolled in an educational program. After this information was compiled, a consultant from the Migrant Education Section met with LEA personnel and assisted in developing the project proposals to be carried out by the local units.

The project activities were based upon an assessment of the needs of the migrant children identified, programs already in operation in the LEA which had a bearing upon these needs, and availability of personnel to conduct a successful project. Objectives for each project were developed so that some measure of the impact of the migrant education project could be determined.

Development of the project application included consideration of evaluation design and plans for disseminating project information.

Regular school term projects were developed so that they would supplement the services which were available to the migrant children from the regular state supported school operations, local sources and other Federal programs. Activities were planned to meet the special needs of the migrant children which were not being fully met.

Summer projects for migrant children were generally the only school programs in operation during the summer months. Accordingly, they could focus directly on the most urgent needs of the migrant children. They emphasized language arts and mathematics but were also oriented toward enrichment, development of positive self-image and the improvement of physical health and emotional maturity.

STATE PROGRAM MANAGEMENT

After the project activities and project budget were developed, the application was submitted to the State Migrant Office where it was reviewed by the fiscal affairs section and an educational reviewing committee. Modifications were made if necessary and the applications were approved and funded. The project review and approval in the State Migrant Office were generally accomplished within three days from the date the project was received.

The resulting basic pattern of services to migrant students was relatively stable, with the instructional services in both regular term and summer projects responsive to the identified needs. Regular term projects always supplemented by State curriculum and were generally planned while keeping in mind Title I services available to eligible migrants. Summer projects were considerably more inclusive, especially in the area of supportive services. Vocational training and exposure to career information formed the core of summer school offerings for migrant students of secondary school age.

During the operation of the projects by the local school officials, a consultant from the State Migrant Education Section with assigned responsibilities made periodic monitoring visits to the LEA. For summer term projects there was a minimum of two monitoring visits in each project, and each regular school term project was monitored at least four times. The purpose of the monitoring visits was to check on the effectiveness of recruiting efforts, review administrative requirements and procedures, evaluate the instructional program, and encourage the use of all available resources in providing for the needs of the migrant children.

During the 1975-76 school year, migrant education projects were conducted in thirty-five (35) local school administrative units (See Table I). Of these, eleven did not operate summer migrant education projects for various reasons: insufficient concentration of migrants in the area during the summer, lack of available qualified staff, etc.

In 1976, the joint LEA-SEA surveys resulted in the establishment of five new projects. Some of the areas showed no concentration of migrant families; in others there were strong indications that significant numbers of migrants were or would be in the area. In some instances, the State Migrant Education Office was unable to prevail upon the local school officials to establish a program to serve the eligible children. Figure I indicates the effectiveness of the surveys in identifying presence of migrant children and establishing projects to serve them.

NEW PROJECTS

Five new projects were developed in North Carolina this year. Following LEA-SEA surveys, projects were planned and initiated in Alamance, Chowan, Gates, Montgomery and Perquimans counties. These projects enrolled elementary school children.

STAFF DEVELOPMENT ACTIVITIES

The state of North Carolina was represented at the East Coast Regional Workshop in Virginia Beach, Virginia in March, 1976. Individuals at this workshop participated in activities designed to provide interstate continuity in the educational program of migratory children.

One of the staff development efforts undertaken by the State migrant office was the upgrading of teaching skills in mathematics. Two workshops were conducted by mathematics specialists from the State Department of Public Instruction. A total of one hundred twenty-one (121) teachers and aides attended these workshops which were conducted in Benson and Williamston.

Evaluation of these workshops indicated that ideas presented at the workshops were new to 45% of the workshop participants. Only 5% of the workshop participants indicated that they were already using techniques introduced at the workshop and 80% indicated that the techniques could be used or adapted for use in their classrooms.

When asked to rate the overall effectiveness of the workshops on a scale from one (1) to ten (10) where a rating of one (1) indicated "Poor" and ten (10) indicated "Excellent," the scores assigned by the participants ranged from four (4) to ten (10) with the mean rating of 8.44.

The state migrant office also sponsored two reading workshops during the year. These workshops were conducted by the staff of the North Carolina Advancement School. Evaluation of these workshops indicate that they were moderately successful. The participants in the workshops graded their effectiveness from 3 to 10 on a scale from 1 to 10. Most of the ratings fell within the "good" area when the scale was divided into "poor," "fair," "good," and "excellent" categories. The mean rating was 8.3 on the 10 point scale.

The staff development activity which affected the greatest number of migrant staff members in North Carolina was the three-day workshop conducted

TABLE II

ATTAINMENT OF SUMMER STAFF DEVELOPMENT WORKSHOP OBJECTIVES

Objectives	Degree of Attainment*			
	Not Met	Slight Extent	Moderate Extent	Fully Met
1. To provide instruction in effective teaching practices in reading.	.6%	4.9%	38.8%	55.7%
2. To provide experiences which will promote effective instruction in mathematics.	0%	5.7%	34.3%	60.0%
3. To explore activities which can broaden the culture of migrant children	0%	3.0%	46.4%	50.6%
4. To establish administrative and operating policies for migrant education projects.	0%	7.6%	36.2%	56.2%
5. To review MSRTS procedures.	0%	5.4%	21.8%	72.8%
6. To provide discussions on improving supporting services for migrant children.	2.6%	5.3%	35.3%	56.8%

*Based upon the evaluation by workshop participants.

at Wrightsville Beach, North Carolina. Approximately 300 professional and para-professional migrant project staff members representing 23 LEAs attended. The workshop emphasized the use of innovative and effective teaching techniques in the area of reading, mathematics, cultural arts and the requirements of the migrant student record transfer system. Instruction was also provided for nurses, home-school coordinators and other supporting personnel.

The workshop was planned by the state migrant staff with consultant help from local project personnel. Specialists and consultants from the Department of Public Instruction and outstanding teachers and administrators from the local migrant projects were used as consultants and discussion leaders in the workshop.

Each phase of the workshop was evaluated by the program participants. The overwhelming response to the workshop was positive. Negative comments were rare. Table II represents the workshop participants' assessments of the attainment of the workshop objectives. This table is based on the responses from three hundred twenty-six (326) professional and paraprofessional project personnel.

Because of the changes which were made in the Migrant Student Record Transfer System during the school year and the turn-over of school record clerks, it became necessary for the three state migrant consultants to provide extensive training of LEA personnel in the new requirements and procedures. Each consultant spent one day with the record clerk in each LEA for which he has responsibility in a workshop situation teaching them the new system. As a result of this instruction the terminal operators had fewer errors in the transactions received from the school clerks.

The attention given to program management, the local surveys to identify areas having concentrations of migrant children, the monitoring of the local projects, the extensive efforts to upgrade the competencies of the local project staffs, and the other activities of the state migrant office have resulted in the most effective migrant education program ever to be conducted in North Carolina.

CHAPTER II

METHODS AND PROCEDURES

For several years the evaluation of the North Carolina Migrant Education Program and its individual projects was done cooperatively by the LEA personnel and the state office. The LEA supplied the information and the state office prepared both the individual project reports (approximately 30) and the evaluation report of the total North Carolina migrant education program. Each year involvement of the local project personnel has increased. Beginning in 1974 the primary responsibility for evaluating the local migrant projects became the responsibility of the local project directors. These local project evaluation reports were based upon the project objectives and the evaluation design approved in the local project application. The state migrant education section continued its responsibility.

Although procedures have been subject to change, the goals of the evaluations conducted by the migrant education section have remained constant. The first goal has always been to use evaluation procedures and findings to stimulate improvement in the educational offerings for the migrant children and youth who visit North Carolina. The second goal has been to collect and process all information necessary to fulfill federal and state evaluation requirements.

In previous years a significant number of local project personnel were used to assist in the evaluation of a project other than their own. Although this intervisitation among the projects provided some information which could be used in the evaluation report, its greatest benefits were in the staff development area and in the exchange of program information. Therefore, this practice of intervisitation as an evaluation tool was discontinued in 1975.

Although the total evaluation process is planned to support the first goal of evaluation, the delay in preparation and printing of the final report precludes immediate use of this information. On-site conferences provide immediate feedback and the final report, especially the recommendations, is valuable in planning subsequent programs.

The LEA project director has ultimate responsibility for the collection of much of the evaluation data which is required in order to satisfy regulations and guidelines. Consequently, each director is responsible for the accurate completion of enrollment forms, migrant student record transfer system information, test data, and an annual project evaluation. This information is submitted to the state migrant education office where information is summarized and data is analyzed. Copies of the local evaluation reports, along with appropriate documentation, are bound and submitted to the U. S. Office of Education along with the annual evaluation report which is prepared by the State migrant education section.

Since there is some delay in the production of the annual evaluation report, and since a very small percentage of the North Carolina project staff members work in the migrant program on a year-round basis, a dissemination technique was needed so that all staff members would have the opportunity to become aware of results of the project evaluation without an extended delay. Since 1972, this need has been satisfied through the use of cassette tapes. A tape containing the highlights of the project evaluation is mailed to the director or LEA contact person who then assembles those members of the migrant staff who were employed in the migrant project. They listen to the tape and record their own reactions to the evaluation report. This procedure aids in dissemination of information and provides feedback to the state office.

CURRENT EVALUATION PROCEDURES

As evaluation procedures are planned each year, a number of reporting forms are revised. In 1976, the evaluation report form underwent minor revisions. The suggested form for the transmittal of test results was revised. These revisions were precipitated by procedural changes. Prior to beginning evaluation planning, a set of state program objectives was developed. This set of objectives (see Chapter I) supports the national goals of migrant education while specifically reflecting North Carolina emphases. The consultants who assisted LEA personnel with proposal preparation emphasized two standards for LEA objectives this year: (1) local project objectives should be supportive of the state objectives; (2) they should be measurable by an objective instrument or a recognized subjective technique.

The requirement of having the local project report prepared by the local project director was continued. Each state consultant reviewed each of the local project evaluations from the LEAs in which he worked during the operation of the project. From available information contained in the evaluation report, monitoring reports, test data and other forms of documentation, the consultant made a judgement of the degree to which each local project objective had been met. This judgement was compared to the report submitted by the local project director and any discrepancies between the two were noted.

For the summer project evaluation, the state continued to conduct two full-day on-site visits to each project during the peak operational periods. The visits were conducted by the state consultants, and findings made during the visits were shared with the project staff.

This state report was prepared after reading and processing all available information. Among the most significant sources were project evaluations, test data, and monitoring reports. As in previous evaluations, the basic comparison used here is the comparison of program (and project) outcomes with the objectives approved in the project applications.

Attainment of the State objectives is dependent, in part, upon the successful attainment of the objectives of the local projects. State objective attainment is described in Chapter III.

CHAPTER III

FINDINGS

CHILDREN SERVED

During the 1975-76 school year migrant education projects were operated in 35 local education agencies. These projects enrolled 1,917 interstate migrants, 2,693 intrastate migrants, and 2,649 formerly migratory students.

Twenty-four local education agencies operated migrant education projects during the summer of 1976. Enrollment in these programs included 1,351 interstate migrants, 1,277 intrastate migrants, and 1,492 formerly migratory students.

Of the 11,379 children served under this program during the 1976 fiscal year, 3,268 were interstate migrants, 3,970 were intrastate migrants and 4,141 were formerly migratory. Enrollment figures indicate that a larger percentage of interstate migrants were served during the summer, and enrollment of intrastate migrants was higher during the regular school term. Secondary school enrollments were higher during the regular school term. This is probably because the secondary school youths are involved in farming operations during the summer and choose not to enroll in a school program.

Although no statistics were maintained on enrollment by ethnic groups, a recent survey of the enrollments in the LEAs indicates that approximately 79% of the migrant children served were black, 7% were American Indians, 6% were white and 8% were Spanish-speaking Americans. None of these children were enrolled in non-public schools. All the migrant education projects in North Carolina were operated through local public school agencies.

GRADE PLACEMENT

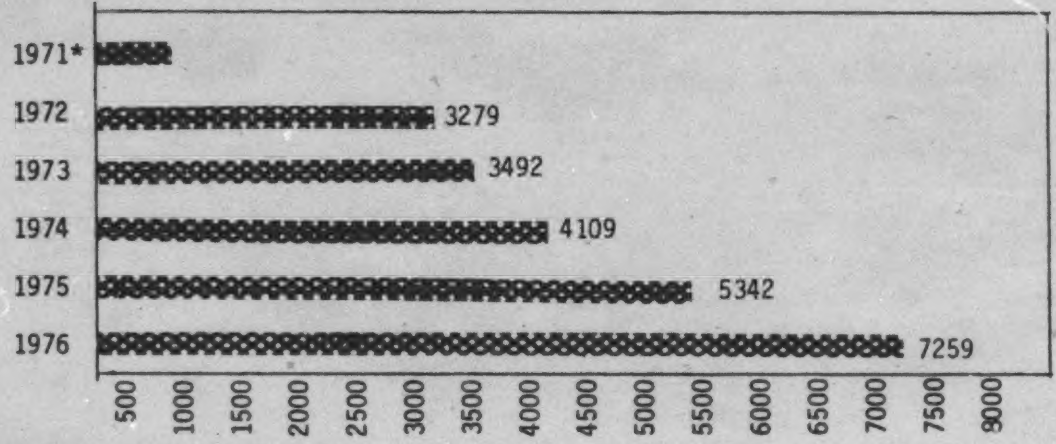
Grade placement in summer secondary projects was no problem since the activities were essentially ungraded. Students from ages 14 to 20 received the same vocational and cognitive instruction. In the regular school term programs the children in both the elementary and secondary schools were placed in classes with other children according to their ages and previous progress as indicated by school records or teacher opinion.

During the summer projects the local project administrators generally placed the elementary school children in groups based upon age, physical maturity and emotional development according to the teacher's best judgement and available records. Since the instruction in the summer projects was largely individualized, there was considerable range in grade placement; instruction within each group was based upon age, remedial needs, physical development and peer associations.

FIGURE III

REGULAR SCHOOL TERM MIGRANT ENROLLMENTS

1971 - 1976

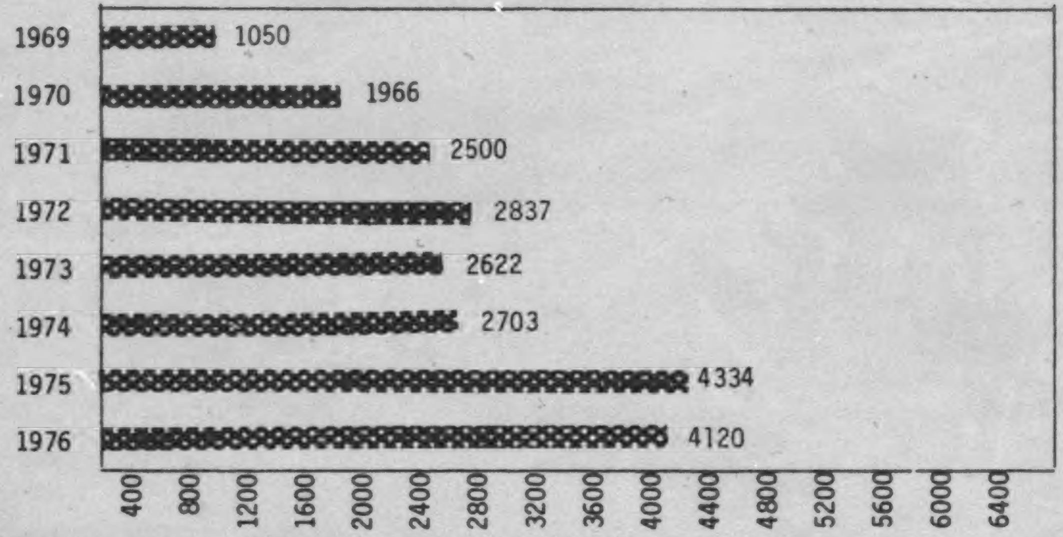


* Estimated from LEA Data

FIGURE III

SUMMER TERM MIGRANT ENROLLMENTS

1969 - 1976



INSTRUCTIONAL ACTIVITIES

Projects were conducted for migrant children at both the elementary and secondary school levels. While most of the regular school term programs primarily served elementary school children, there was one secondary school program primarily directed to meeting the needs of interstate and intrastate migrant youth who are home-based in North Carolina.

The emphasis in the regular school term projects was in supplementing and reinforcing instruction in language arts and mathematics for elementary school children. Supportive services in these projects were held to a minimum since these needs were generally taken care of through other sources of funding. A minimal amount of health and social services were provided, however, when other sources of funding were inadequate or unavailable.

During the regular school term the instructional phase of the migrant projects was essentially tutorial in nature. Teachers and aides were employed by their local projects to work with the migrant children on an individual basis. In each case the classroom teacher assessed the deficiencies of migrant children and prescribed, sometimes in combination with the migrant teacher, the instruction to be performed by the tutor.

As far as possible, the summer term projects were planned so that they would meet the primary instructional needs of the students as well as their secondary supportive needs. Secondary school students were involved in prevocational and occupational instruction, while the primary emphasis in the elementary school was in language arts, reading and mathematics. All projects recognized the need for recreation and the improvement of self-image.

During the summer migrant projects the instruction varied from tutorial to large group activities. The summer migrant projects were conducted at school sites and the children were transported to the school in school buses. Instruction in the projects was in small groups or on an individualized basis most of the time. Some activities were suited to large group instruction.

In the regular school term projects there is considerable coordination between the migrant project activities and other school programs. Since migrant projects are typically small, Title I directors are often responsible for the coordination and administration of the migrant program. Title I also supports the migrant program through the local inservice activities as well as health services when these services are provided by Title I. In all projects the locally funded supporting services are available to the migrant students.

Except for migrant education projects, summer school operations are relatively rare in North Carolina. One project, Camden County, still operated a Title I Migrant Coordinated Program. Basically, however, the coordination during the summer is limited to the provision of facilities, equipment, and

TABLE III

SUMMER MIGRANT PROJECT SCHEDULES

LEA	Daily Schedule	Staff Hours Per Day	School Level		Total Days Operated
			Elem.	Sec.	
Alamance	8:00 am - 4:00 pm	8	X		27
Bertie	8:30 am - 3:30 pm	7	X	X	32
Camden	8:00 am - 12:00 noon	4	X		25
Columbus	3:00 am - 9:30 pm	4	X	X	31
Edenton-Chowan	7:00 am - 1:30 pm	6	X		32
Halifax	8:00 am - 3:00 pm	7	X		31
Harnett	7:15 am - 5:00 pm	9.75	X		30
Haywood	8:00 am - 4:00 pm	8	X		35
Henderson	8:00 am - 4:00 pm	8	X		35
Hertford	8:00 am - 2:00 pm	6	X		35
Johnston	8:00 am - 4:00 pm	8	X		30
Lenoir	2:00 pm - 11:00 pm	9	X	X	30
Martin	8:30 am - 3:30 pm	7	X		31
Maxton	8:00 am - 3:30 pm	7.5	X		30
Nash	8:00 am - 3:30 pm	7.5	X		27
Northampton	7:30 am - 3:30 pm	7.5	X		30
Pasquotank	8:00 am - 3:30 pm	7.5	X		30
Richmond	8:00 am - 3:00 pm	7	X		31
Red Springs	8:00 am - 2:00 pm	6	X		25
Robeson	8:00 am - 2:30 pm	6.5	X		35
Sampson	8:30 am - 3:30 pm	7	X		30

TABLE III

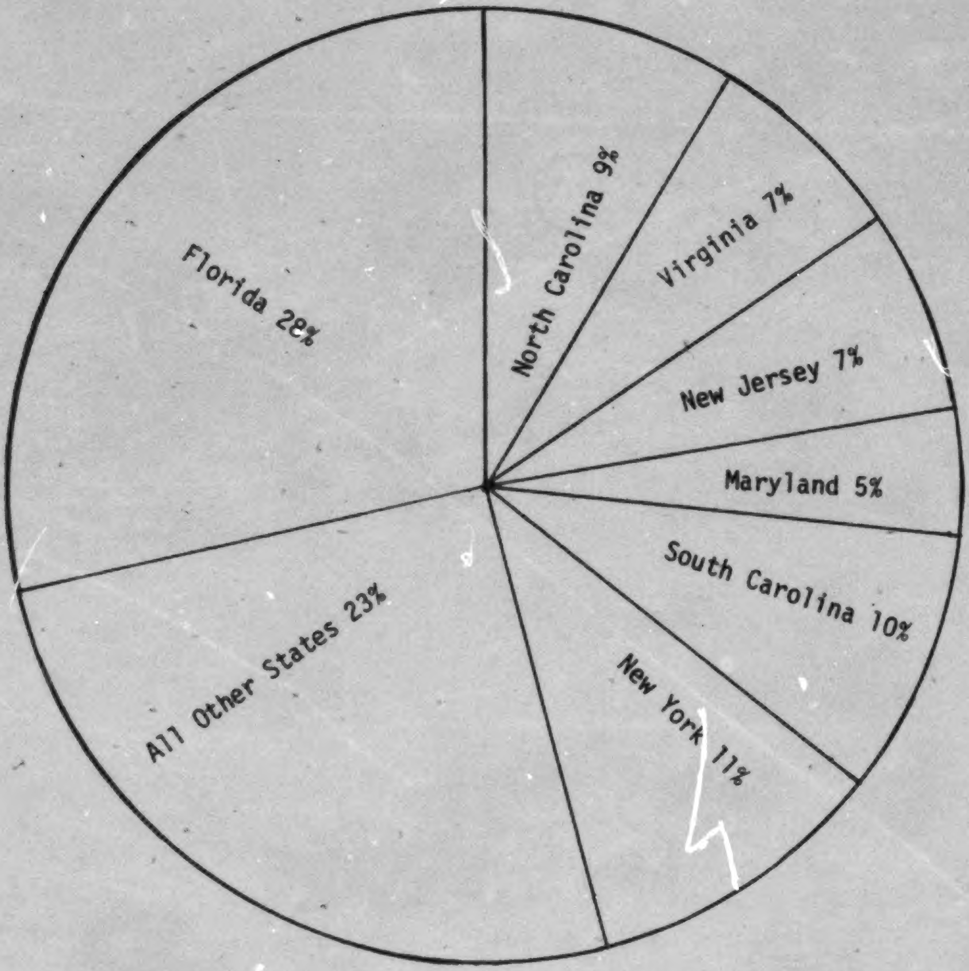
SUMMER MIGRANT PROJECT SCHEDULES

LEA	Daily Schedule	Staff Hours Per Day	School Level Elem.	 Sec.	Total Days Operated
Scotland	8:00 am - 2:00 pm	6	X	X	26
Washington	8:00 am - 5:00 pm	9	X		29
Wilson	7:45 am - 3:00 pm	7.25	X		32

FIGURE IV

HOME-BASE OF INTERSTATE MIGRANTS*

Regular School Term 1975-76



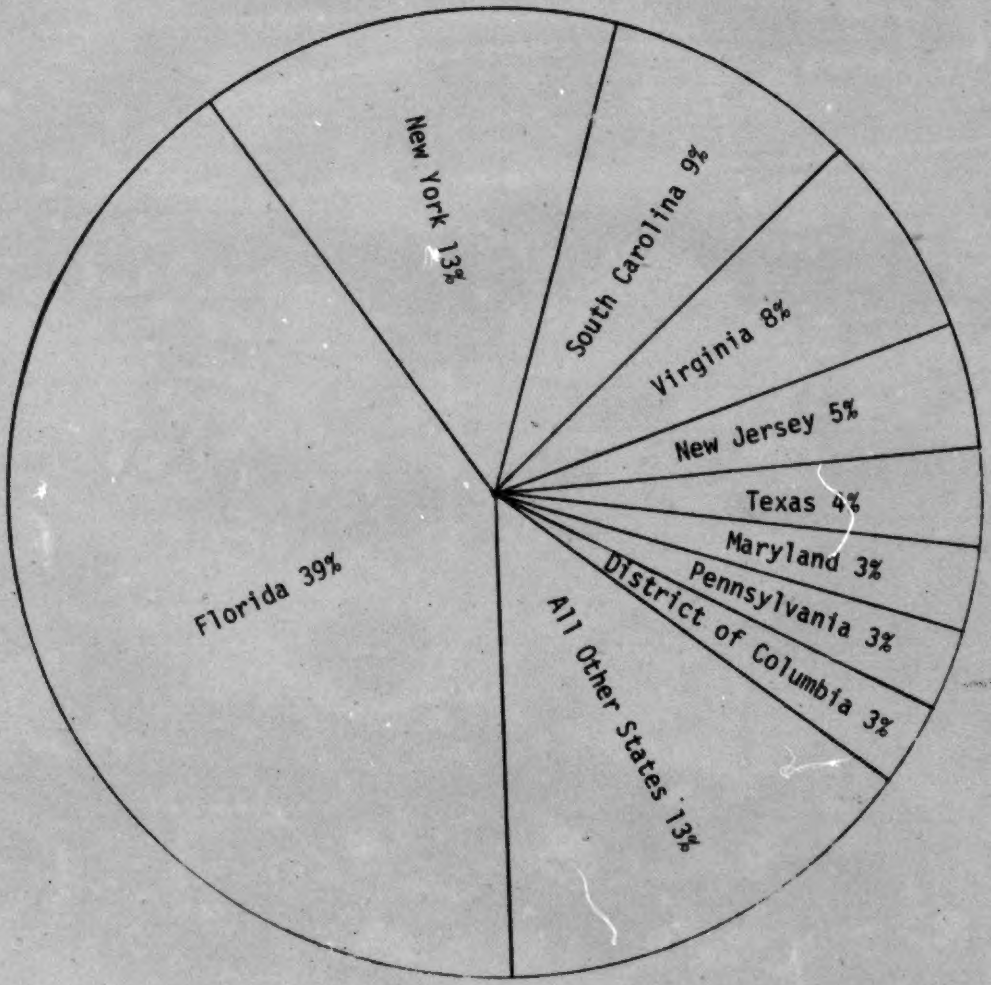
Total Interstate Migrants Enrolled - 7,259

*Based upon information from the Migrant Student Record Transfer Center.

FIGURE V

HOME-BASE OF INTERSTATE MIGRANTS*

Summer - 1976



Total Interstate Migrants Enrolled - 1,351

*Based upon data from the National Migrant Student Record Center.

TABLE IV

CHILDREN SERVED BY CLASSIFICATION*

Regular Term 1975-76

LEA	Interstate	Intrastate	Formerly Migratory	Total
Alamance	0	19	2	21
Bertie	86	50	48	184
Bladen	26	31	8	65
Camden	31	16	23	70
Columbus	230	225	245	700
Duplin	17	63	111	191
Edgecombe	11	128	97	236
Edenton-Chowan	21	27	30	78
Gates	18	7	69	94
Goldsboro	52	0	91	143
Greene	14	70	86	170
Greenville	5	9	15	29
Halifax	50	82	267	399
Harnett	15	54	97	166
Haywood	65	26	15	106
Henderson	198	47	16	261
Hertford	135	145	33	313
Johnston	107	30	57	194
Lenoir	27	90	118	235
Martin	8	49	37	94
Maxton City	5	149	74	228
Montgomery	2	10	55	67
Nash	116	190	57	363
Northampton	61	133	18	212
Pasquotank	57	78	83	218
Perquimans	18	19	18	55
Pitt	17	23	153	193
Red Springs	0	57	157	214
Richmond	70	193	109	372
Robeson	70	209	132	411

TABLE V

CHILDREN SERVED BY CATEGORY*

Summer - 1976

LEA	Interstate	Intrastate	Formerly Migratory	Total
Alamance	4	17	15	36
Bertie	54	29	86	169
Camden	36	17	13	66
Columbus	179	89	148	416
Edenton-Chowan	5	4	47	56
Halifax	36	82	203	321
Harnett	14	33	81	128
Haywood	51	19	15	85
Henderson	91	28	13	132
Hertford	166	161	35	362
Johnston	76	9	58	143
Lenoir	20	71	68	159
Martin	21	35	35	91
Maxton	0	48	88	136
Nash	58	56	10	124
Northampton	25	87	63	175
Pasquotank	29	92	81	202
Red Springs	0	60	101	161
Robeson	47	160	142	349
Richmond	40	48	91	179
Sampson	242	24	32	298
Scotland	5	51	53	109
Washington	70	19	12	101
Wilson	82	38	2	122
Total	1,351	1,277	1,492	4,120

*Based upon data from the National Migrant Student Record Transfer System.

TABLE IV

CHILDREN SERVED BY CLASSIFICATION*

Regular Term 1975-76

LEA	Interstate	Intrastate	Formerly Migratory	Total
Sampson	204	77	41	322
Scotland	28	170	197	395
St. Pauls City	13	125	31	169
Tyrrell	6	6	26	38
Washington	69	14	11	94
Wilson	65	72	22	159
Total	1,917	2,693	2,649	7,259

*Based upon data from the National Migrant Student Record Transfer System.

materials, some training and services by LEA personnel who are employed 12 months, and the involvement of the school principals.

SUPPORTING SERVICES

During the regular school term, supporting services were severely limited because of the emphasis on instruction to supplement existing programs and the conscious effort not to supplant any available services with migrant funds.

Summer migrant projects were generally the only activities in operation in the LEAs, making it necessary for the migrant project to place more value on the supporting services required in order to make the project successful. In most cases the summer migrant projects provided transportation, food services, health services and recreation. A majority of the projects also provided some clothing. In some cases the clothing was donated by social service organizations and in other cases it was purchased with project funds.

One of the state services which supports the successful operation of the migrant program was the record transfer system. Each LEA participated in the system by sending student data to the teletype terminal operators for transmission to the Migrant Student Data Center in Little Rock, Arkansas.

The northeast Regional Education Center served as a support base for the migrant education projects. In addition to serving as the teletype terminal location for the Migrant Student Record Transfer System, it also served for a period of time as a repository for educational films which were available on a free loan basis to LEAs for use in their migrant education projects. This function of the Northeast Regional Education Center was eliminated at the time the film library was discontinued.

The purchase of equipment under the migrant project was held to a minimum. Only that equipment which could be shown to be essential to the success of the instructional program was approved for purchase. Each LEA was required to maintain an inventory of equipment purchased under previous migrant projects. Items of equipment were transferred from one LEA to another when they were no longer used for the purpose for which they were intended in the LEA which purchased them. Equipment remaining at the Northeast Regional Education Center after the film library was discontinued was transferred to an LEA, to the state migrant office or disposed of as surplus property according to the applicable laws and regulations.

COORDINATION WITH OTHER PROGRAMS

Throughout the migrant education projects in North Carolina there was a high degree of coordination and cooperation with other agencies. This was strongly encouraged through the regular meetings of the State Advisory Committee on Services to Migrants. During 1976 one of the state migrant education consultants served as secretary of this statewide interagency coordinating committee. Agencies represented on this committee are:

Migrant Education Section - Department of Public Instruction

North Carolina AFL-CIO

Farmer's Home Administration

Migrant and Seasonal Farm Workers Association, Inc.

Church Women United

North Carolina Community Action Association

North Carolina Department of Agriculture

North Carolina Department of Community Colleges

North Carolina Department of Human Resources - Divison of Mental Health

North Carolina Department of Human Resources - Divison of Social Services

North Carolina Department of Human Resources - Divison of Economic Opportunity

North Carolina Department of Human Resources - Division of Vocational Rehabilitation

North Carolina Department of Labor

North Carolina Employment Security Commission - Rural Manpower Service

North Carolina Human Relations Commission

North Carolina State Board of Health - Migrant Health Project

North Carolina State Board of Health - Sanitary Engineering Division

U. S. Department of Agriculture

U. S. Department of Labor

In addition to the above named agencies, meetings of the committee are regularly attended by representatives from the Governor's office and personnel from local migrant councils and local community action agencies.

During the summer many of the local projects took advantage of the availability of personnel from the Migrant and Seasonal Farm Workers Association. They used this personnel to assist in carrying out the instructional phase of the program. These teachers worked under the supervision of the LEA project director and were paid through the Migrant and Seasonal Farm Workers, Incorporated. This was an outstanding example of interagency coordination and cooperation.

During the regular school year the Migrant and Seasonal Farm Workers Association assigned a number of work experience personnel to the migrant education projects. After a period of 6 months during which the work experience persons were trained in the responsibilities to which they were assigned the migrant project continued them on their own payrolls. This cooperation with the MSFA made it possible for the local migrant projects to have the services of an instructional aide or a home-school liaison aide for an entire year at a salary cost of only three months.

Local advisory committees have been established in each area served by a migrant education project. The State Advisory Committee assisted the local councils in their work through annual regional or statewide meetings. Information was shared and plans developed that enabled each agency to use its resources to the maximum benefit of the greatest number of migrants.

STAFF UTILIZATION

The 35 regular school term migrant education projects employed a full time equivalent of 145.23 staff members. The pattern of staffing is indicated by Table VIII. The number and responsibilities of the program staff of the summer migrant projects is indicated on Table IX. Figures on these tables represent both full-time and part-time positions and are reduced to full-time equivalent staff positions. Non-professional supporting personnel such as bus drivers, janitors and lunchroom workers have been included in these tables.

Table X provides information on the instructional staff-pupil ratio for the 24 summer projects. Teacher-pupil ratios are not reported for regular school term projects as they could be very misleading without a consideration of schedules and pupil contact times.

COMMUNITY INVOLVEMENT

Community involvement in regular school term migrant education programs was not as evident as that noted in the summer projects. This may have been because of the supplementary emphasis placed on the regular school term projects. In those LEAs where the local project charged one or more persons with the responsibility of making visits in the home for the purpose of home-school coordination or recruitment, the reported community involvement in the project was increased. Nurses, home-school coordinators, home-school liaison aides, social workers, supervising principals and instructional personnel played an important part in soliciting involvement from the community agencies as well as from the parents of the migrant children.

TABLE VI

NUMBER OF CHILDREN SERVED BY AGE AND GRADE*

Regular School Term 1975-76

Grade	Age 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Totals
12												9	96	68	33	1	207
11											6	127	75	34	5	2	249
10										9	117	129	64	17	1	1	338
9									15	145	165	62	5	2			394
8							1	18	170	205	80	23	3	1			501
7						1	27	192	254	107	37	7	1				626
6						20	248	267	115	31	5						686
5					25	284	241	113	23	5	1						692
4				12	267	217	96	22	2								616
3			5	288	225	89	17	5	1								630
2		9	320	210	204	6	2										751
1	3	320	184	50	12												567
K	147	66	1														214
TOTALS	150	395	510	560	733	617	632	617	580	502	411	357	244	122	39	4	6,473

*Based upon information in the local evaluation reports. The figures do not reflect children in ungraded classes or children classified as educable or trainable mentally retarded attending special classes.

TABLE VII

NUMBER OF CHILDREN SERVED BY AGE AND GRADE*

Summer Term 1975-76

Age

	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Totals
12														7	8	2		17
11												1	22	16	9	1	1	50
10											1	19	31	7	2	2		62
9										6	55	30	18	5				114
8									8	82	60	34	16	4				204
7								14	125	90	38	9	7					283
6							17	248	143	49	10	2						469
5					10	30	190	134	50	20								434
4					27	174	129	50	14	5								399
3			1	27	217	167	51	13	3									479
2			32	222	158	33	9											454
1		15	203	131	23	1												373
K	66	340	120	11	1													538
TOTALS	66	355	356	391	436	405	396	459	343	252	164	95	94	39	19	5	1	3,876

*Based upon information contained in the local evaluation reports.

Table VIII

LEA STAFF*

REGULAR TERM 1975-76

LEA	Directors - Coordinators	Teachers	Instructional Aides/Tutors	Guidance Counselors	Nurses - Social Workers	Record Clerk	Other Program Personnel	Unpaid Volunteers
Alamance County			1.00					
Bertie County			3.75		.25			
Bladen County	.05	1.00						
Camden County			2.50		.25	.50		
Columbus County	.25		10.00		1.00		4.00	
Duplin County			8.00			.75		
Edenton-Chowan		1.00			.50			
Edgecombe County	.40	3.00			.60			
Gates County	.05	1.00	1.00					
Goldsboro City	.10	2.70	1.00	.20				1.00
Greene County	.10	2.00				.60	.90	
Halifax County	.05	1.00	6.50	6.50		.90	.50	
Harnett County	1.00		1.00		1.00	.90		
Haywood County		1.00	1.00					
Henderson County		2.00	1.00					
Hertford County	.05		12.00			.75		
Johnston County	.10	.60	2.00			.33		
Lenoir County	.05		3.60			.40		

TABLE VIII

LEA	Directors - Coordinators	Teachers	Instructional Aides/Tutors	Guidance Counselors	Nurses - Social Workers	Record Clerks	Other Program Personnel	Unpaid Volunteers
Martin County	.05		2.00					
Maxton City	.10	2.00	2.00			1.00		
Perquimans County	.05		2.75			.25		4.00
Pitt County	.10	2.90						
Red Springs		3.00				.25		
Richmond County	.05	4.00				1.00	.70	
Robeson County		5.00				.60	1.00	
Sampson County	.05	4.00					1.00	
St. Pauls City	.20	2.00	.50			.50		
Scotland County		2.00			1.00	1.00		
Tyrrell County			2.00		1.00			
Washington County	.10	1.00	1.50			.50		
Wilson County			4.50			.50		
TOTALS	3.26	44.20	77.75	.70	7.60	11.98	9.1	11.00

*Full-time equivalent positions

TABLE IX

LEA STAFF*

Summer - 1976

	Directors/ Coordinators	Teachers	Aides	Nurses-Social Workers	Record Clerks	Other Personnel	Unpaid Volunteers
Alamance			1.00			5.00	
Bertie		5.00	3.00	1.00	1.00	9.00	
Camden	.60	1.80	1.80		.60	1.80	
Columbus	2.25	11.00	10.00		2.00	21.00	
Edenton/Chowan	.50	.50		.33			1.00
Halifax	.05	13.00	11.00	1.00	1.00	2.00	
Harnett	1.00	7.00	7.00	1.00	.90		.30
Haywood	1.00	3.00	2.00		1.00	1.00	
Henderson	1.00	3.00	2.00		1.00	1.00	
Hertford	.05	7.00	7.00		1.00	1.00	
Johnston	1.05	6.00	4.00	1.00	1.00	3.00	.75
Lenoir	1.00	4.50	3.00	.75	1.00	5.25	4.00
Martin	.05	3.00	3.00			4.00	
Maxton	.10	10.00	4.00		1.00	9.00	
Nash	.10	7.00	6.00	1.00	.50	.30	.20
Northampton	1.00	9.00	5.00		1.00		3.00
Pasquotank	1.10	8.50	7.00	.50	.50	3.50	.30
Red Springs	.40	9.00	6.00	.60	1.00	4.00	
Robeson	1.00	15.00	1.00		.60		
Richmond	.10	6.00	6.00	1.00	1.00	6.00	2.00

TABLE IX

LEA STAFF*

Summer - 1976

	Directors/ Coordinator	Teachers	Aides	Nurses-Social Workers	Record Clerks	Other Personnel	Unpaid Volunteers
Sampson	.05	12.00	2.00	1.00		8.00	5.00
Scotland	1.00	5.00	4.00	2.00	1.00	4.00	
Washington	1.00	3.25	3.50	.50	.50	4.50	2.00
Wilson	1.00	7.00	8.00	1.00	1.00	4.00	.80

*Full time equivalent positions

Field trips served as one medium for encouraging parent and community involvement in project activities. The use of volunteers from the community on field trips had some tendency to carry over into other aspects of the program.

Some of the summer migrant projects had excellent community involvement as indicated by the number of adult volunteers other than migrant parents who donated their services to making the local project a success. These volunteers served as instructors, instructional aides, lunchroom workers or as resource individuals to enrich the experiences of the migrant children.

INTERSTATE PLANNING

One of the activities which indicates the interstate coordination of the North Carolina Migrant Education Program with similar projects and programs in other states was the Eastern Regional Migrant Education Conference held in Virginia Beach, Virginia. One of the state migrant consultants served on the program planning committee for this conference which brought together migrant program personnel from 21 states.

Other interstate planning activities included cooperation with five other states (California, Florida, Michigan, New Jersey and Texas) in a project under Section 505, Title V-A, Elementary and Secondary Education Act for the purpose of developing and testing an instrument to provide for more effective administration of migrant education programs at all levels of management. A "Management Guide for Administrators of Migrant Education" containing a self-analysis instrument to assist administrators at all levels in performing their duties more effectively was developed as a result of the work done in this interstate cooperative venture.

Each LEA operating a migrant education project complied with all regulations and procedures of the National Migrant Student Record Transfer System.

National conferences for State Directors and other program personnel were conducted during the year and were of some value in publicizing program information and administrative requirements. The State Director participated in these conferences and disseminated relevant information from them within the state.

ATTAINMENT OF STATE OBJECTIVES

Although the state goals and objectives are not stated in specific measurable terms, each was attained to a greater or lesser extent. Progress toward meeting these objectives is evident by the reports of monitoring visits to the LEAs by the state migrant consultants. These regular monitoring visits by the state consultants along with the activities sponsored and conducted by the State Migrant Education Office is the basis for the judgement that each state objective was met as indicated on pages 42-44.

TABLE X

RATIO OF PUPILS TO INSTRUCTIONAL PERSONNEL*

Summer - 1976

LEA	Pupil-Instructor Ratio	LEA	Pupil-Instructor Ratio
Alamance County	36.0:1	Martin County	15.2:1
Bertie County	21.0:1	Maxton City	9.7:1
Camden County	18.3:1	Nash County	9.5:1
Columbus County	20.0:1	Northampton County	15.4:1
Edenton-Chowan **	110:1	Pasquotank County	14.0:1
Halifax County	14.0:1	Red Springs City	10.7:1
Harnett County	10.1:1	Richmond County	12.4:1
Haywood County	12.9:1	Robeson County	20.7:1
Henderson County	25.8:1	Sampson County	20.4:1
Hertford County	12.6:1	Scotland County	11.8:1
Johnston County	14.2:1	Washington County	15.1:1
Lenoir County	21.1:1	Wilson County	8.3:1

*All teachers and instructional aides were counted in the computation of the pupil-instructor ratio. This ratio does not include instructional personnel provided by other programs such as CETA, YWE, MSFA, etc.

**This migrant project provided supplementary tutorial services to a fully staffed regular LEA tuition summer school program.

TABLE XI

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES

Regular Term - 1975-76

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA Project Objectives Relating to:

LEA	Needs Assessment	Reading	Mathematics	Social Adjustment	Health	Record Keeping	Fiscal Reports	PAC	Parent Involvement	Staff Development	Dissemination	Evaluation	Recruitment	MSRTS	Home-School Liaison	Natural Science	Social Studies
Alamance	4					4	4	2		3	4	4	4	4			
Bertie	4	3	4		4	4	4	4		2	4	4		3			
Bladen		4		4		3	4		3			4	4	4			
Camden	4	4	4	4	4	4	4	4		4	2	4	4				
Columbus	4	4	4	4	4	4	4	4	4	3		1	4	4			
Duplin	4	4	4		2	2	2	4		4	1	4	4				
Edenton-Chowan		2	2	3	3	4	4	4		4	4	4	4				
Edgecombe	4	4	4			4	4	4	4	4	4	4	4				
Gates	4	2	2	4		4	4	4	4		3	4	4				
Goldsboro	4	4	4	4		2	2	4	4		4	4	4				
Green		4	4	4		3	4	4	4	4	4	4	4				
Halifax	4	4	4			3	3	2	2	1	4	4	4				
Harnett		4	4		4	4			4	3		1	4		4		
Haywood	4	4			4	2	4	4	4		4	4					
Henderson	4				4	4	4	2		4	2	4	4				
Hertford	4	4	4			4	4	4	4	4	2	4	4				
Johnston	4	3	4		4	4	4			4	4	4	4				
Lenoir		4	4	4	4	4	4	4	4	4	4	4	4				
Martin		3	3	2	4			1	4	4	3	4	4				
Maxton City	4	3			4	3	4	2	3	4	1	1	4		1		
Montgomery	4		4	4	2	2	2	2		1	4	4	2				
Nash	4	4	4	4	4	4	4	4	4	4	4	4	4	4		4	4
Northampton	4	4		4	4	4	4	4		4	4	1	4				

TABLE XI

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES

Regular Term 1975-76

OBJECTIVES
1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA Project Objectives Relating to:

	Needs Assessment	Reading	Mathematics	Social Adjustment	Health	Record Keeping	Fiscal Reports	PAC	Parent Involvement	Staff Development	Dissemination	Evaluation	Recruitment	MSRTS	Home-School Liaison	Natural Science	Social Studies
Pasquotank		4	4		4	4	4	4	4	4	4	4	4				
Perquimans	4		2			2	2	2	4	4	4	4	4				
Pitt		3	3	4		3	4	1	3	4	4	4	4				
Red Springs		4	4	4		4		4		4		4					
Richmond	4	3	3	4		3		4		4	4	1	4		4		
Robeson	4	4	4		4	4	4	4		4	4	4	4				
St. Pauls	3	4	4		4	4	4	4	4	4		4					
Sampson	4	4	4	2	3	4	4	4		4	3	4	4	4			4
Scotland	4	3	3		4	3	4	4	4		4	1	4				
Tyrrell	4		4	4	4	4	4	4	4	4	4	4	3				
Washington		3	4	4	4	4	4	2	4	4	4	4	4				
Wilson	4	4	4	4	4	4	4	4	4	4	1	4	4				4

TABLE XII

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Summer Term - 1976

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

	LEA Project Objectives Relating to:																	
	Needs Assessment	Reading	Mathematics	Social Adjustment	Health	Record Keeping	Fiscal Reports	PAC	Parent Involvement	Staff Development	Dissemination	Evaluation	Recruitment	Occupations	Readiness	Cultural Arts	Natural Science	Physical Skills
Alamance	4				4	4			4	4	4	4	4					
Bertie	4	4	4		4	4		4		4		4				4		
Camden	4	4	4	4	4	4	4		2		2	4			4			
Columbus	4	4	4	4	4	4	4		4	4	4	1	4	4		4		
Edenton-Chowan		4	4	3	4	4		3			4	4	4	1		4	4	
Halifax	4	4	4	2	4	1		2	2	2	4	1	3		4			
Harnett	4	4	4	4	4	4	3	4	4	4	4	4	4					4
Haywood	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			4
Henderson	4	4	4	4	4	4	4	3	4	4	4	4	4					
Hertford	4	4	4	4	4	1		4	4	4	4	1	4	4	4	4	4	2
Johnston	4	4	4		4	4	4		4	4	4	4	4		4	4		4
Lenoir	4	4	4	4	4		4	4	4	4	4	4	4	4		4	4	
Martin	4	4	4	4	4	3				4	4	4				4		4
Maxton City		4		2	4	4	4	4	4		4	1		4				
Nash	4	4	4	4	4	1					4	4						
Northampton	4	4	4	4	4	4	4	4	4	4	4	1	4	4	4	4	4	
Pasquotank	4	4	4	4		4	4	4	4	4	4	4	4			4	4	4
Red Springs	4	4	3	4	4	3	4			4	4	4	4			4		4
Richmond	4	4	3	4	4	2		2	3	4						4		4
Robeson	4	4	4	4	4	4	4	4		4	4	4	4			4		
Sampson	4	4	4		4	4	4	4		3	4	4	4					
Scotland		4	3									1				4	4	4

TABLE XII

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Summer Term - 1976

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

	LEA Project Objectives Relating to:																	
LEA	Needs Assessment	Reading	Mathematics	Social Adjustment	Health	Record Keeping	Fiscal Reports	PAC	Parent Involvement	Staff Development	Dissemination	Evaluation	Recruitment	Occupations	Readiness	Cultural Arts	Natural Science	Physical Skills
Washington	4	4	4	4	4	4	4	4	4	2	4	4	4	4		4		
Wilson	4	4	4		4	4	4	4	4	4	4	4	4			4		4

*It should be pointed out that since this table provides no specific information about the objectives in any project it should not be used to make comparisons. Its purpose is to give an indication of how well the LEAs met the committments they made to provide a level of service to the migrant children.

1. *To assist in the identification and enrollment of migrant children and youths in the migrant education projects.*

   This objective was fully attained as indicated by the identification and enrollment of 11,379 children in the migrant education projects during 1975-76. Of this number, 729 were enrolled in LEAs which had new migrant education projects.

2. *To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of the migrant children.*

   This objective was fully met as indicated by the fact that the State Migrant Consultants worked with LEA personnel in the development of 35 projects during the regular school term and 24 during the summer which offered instruction in the basic disciplines.

3. *To promote activities designed to advance the migrant child's social growth and group interaction.*

   This objective was fully attained as indicated by the fact that (a) a part of the summer staff development workshop was devoted to cultural arts, and (b) 25 of the local projects included kindergarten and/or cultural arts in their curriculum.

4. *To provide a program of supporting services in the area of medical and dental health, nutrition and social services for migrant children.*

   This objective was fully attained as indicated by the fact that LEA projects included these supporting services among their activities.

5. *To provide technical and consultant services in planning, operation, and evaluation of local migrant projects.*

   This objective was fully met as indicated by the 161 monitoring visits which were conducted in the local migrant projects by the migrant consultants. On each of the monitoring visits by a state consultant the project records and reports were checked; certification of eligibility forms were reviewed; attention was given to the coordination of the migrant project with other school programs; parent advisory committee involvement was noted; and recommendations for improving the operation of the project or keeping it functioning according to the project proposal were made.

6. *To provide for the extension of total services to migrants through interagency coordination and cooperation.*

   This objective was fully met as indicated by the cooperation of the migrant education section with the Migrant and Seasonal Farm Workers Association in making additional personnel and services available to the eligible migants. There was a high degree of cooperation with the State Advisory Committee on Services to Migrants. At different times during the period covered by this report, a member of the state migrant education staff served as chairman of this state level committee and another staff member served as secretary.

7. *To provide supplementary programs of instruction to improve the occupational skills of migrant youths.*

   This objective was substantially met. During the regular school term the state migrant education office employed two teachers who worked from mobile classrooms, teaching migrant youths the fundamentals of small engine repair and automotive engine tune-up.

8. *To promote active involvement of parent advisory councils in the local migant education projects.*

   This objective was substantially met. One of the items noted during the state consultants' monitoring visits was the activity of the local PACs.

9. *To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.*

   This objective was fully met. Records from the Migrant Student Data Center in Little Rock indicates that there was a total of 16,408 records processed through the system.

10. *To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and in-service education.*

    This objective is fully met as indicated by three (3) state-sponsored staff development workshops during the period covered by this project.

11. *To promote interstate cooperation and program continuity for migrant children.*

    This objective was fully met. This is documented by the fact that North Carolina was one of the states participating in the Title V, 505 project to develop an Administrative Guide which could be used by SEA and LEA administrators.

12. *To provide opportunities for supporting personnel to improve their competencies through appropriate training.*

    This objective was met through the instruction provided to home-school coordinators, nurses and school record clerks. Record clerks were instructed in the requirements and procedures of the record transfer system at the summer migrant education workshop and on an individualized basis during the year as it was deemed necessary. Special sessions for nurses and home-school coordinators were included in the summer migrant education workshop.

13. *To evaluate the academic and social progress of the migrant children in the local projects on the basis of objective and subjective data.*

This objective was fully met as indicated by the test data presented in Chapter IV and the narrative information submitted by the LEAs and filed with the state migrant education office.

14. *To promote fiscal management procedures commensurate with legislative requirements and program guidelines.*

This objective was fully met. Each project was monitored during its operation, and the fiscal accounting was reviewed by the State Consultant. In all cases fiscal management followed the state requirements and program guidelines.

15. *To provide for appropriate dissemination of program information.*

Dissemination of program information was afforded through the publication and distribution of Migrant Matters, the annual evaluation report and the production and showing of a 16mm documentary film.

There were many strategies included in carrying out the functions required to meet the state objectives. These strategies were developed into a calendar of activities and projected over the fiscal year. The strategies planned and the progress toward the completion of the activities and events related to them are as follows:

1. Monitoring LEA projects - This responsibility was carried out throughout the year. Each regular school term project was visited at least four (4) times by a state consultant and each summer term project was monitored at least twice.

2. Supervising MSRTS transactions in North Carolina - This responsibility was carried out throughout the year. The MSRTS operations were under the supervision of one of the state consultants and were carried out by three teletype terminal operators. All state consultants monitored this aspect of the program at the LEA level.

3. Providing technical assistance to the LEAs - This responsibility was carried out by the state program coordinator and three state consultants. Technical assistance was provided throughout the year as required.

4. Assisting in the identification of migrant children - Each of the state consultants assisted in the identification and recruitment of migrant children throughout the year. This is manifested by the establishment of five new projects.

5. Provide program support team assistance - This activity was carried out throughout the year. During the greater portion of the year there was a full staff of supporting personnel assigned to the program support team. These specialists rendered support and technical assistance to the LEAs to which they were assigned.

6. Provide mobile vocational instruction - This activity was carried out

throughout the year. The instructor in one mobile unit taught small engine repair and another taught automotive engine tune-up. There were 113 migrant students involved in the small engine repair courses and 248 in automobile engine tune-up.

7. Disseminating program information - Program information was disseminated periodically through the publication of Migrant Matters. Program information was also disseminated through the production of a 16mm movie highlighting an exemplary program, and a slide tape production devoted to secondary programs. A set of transparencies on MSRTS requirements and one on coordination of migrant programs with ESEA Title I was also produced by the migrant education section so that information on these topics could be more easily transmitted to LEA personnel.

8. Assisting in the planning of regular school term projects - This responsibility was carried out by the state consultants during the months of July and August, 1975.

9. Reviewing regular school term projects - This process was carried out by the migrant office staff and accountants in the fiscal section. Regular school term projects were reviewed during the months of August and September.

10. Evaluating program activities - Evaluation of program activities was a continuing process. Some evaluations were made each time a state consultant monitored an LEA project. Each staff development workshop sponsored by the SEA was evaluated and the results of those evaluations are included in Chapter I of this annual evaluation report. The most sustained period of concentration of effort in evaluating program activities, however, was from the period of June through September when the annual state evaluation report was compiled.

11. Planning language arts workshops - This was a major activity which was carried out by the state migrant staff, representatives from LEAs and the staff of the North Carolina Advancement School during September and October.

12. Conducting language arts workshops - Two reading workshops were conducted in November. Staff members from the North Carolina Advancement School were used as consultants for these workshops.

13. Planning mathematics workshops - Two workshops in mathematics were planned during November, December and January. The planning was conducted by the state migrant staff and staff members from the Division of Mathematics, Department of Public Instruction.

14. Conducting mathematics workshops - The two mathematics workshops emphasized metric measurements. Mathematics specialists from the Division of Mathematics and professors from North Carolina State University were used as consultants during these workshops.

15. Planning summer staff development activities - Planning for staff

development activities for the summer programs began in March. Division heads in the Division of Reading, Mathematics and Cultural Arts participated in this planning along with members of the state migrant staff and representatives from the LEAs.

16. Reviewing summer project applications - The review process for summer project applications began in April and was completed in May. The state migrant staff and the ESEA Title I fiscal section were involved in the review process.

17. Conducting staff development activities for summer project staffs - A staff development workshop was conducted during June for the summer project staff members. Topics which received attention were reading, mathematics, cultural arts, administrative requirements, MSRTS and health and community services.

18. Developing a State Administrative Guide - The work of developing a state administrative guide was a continuation of the Title V-505 project, and was begun in May. Work on this guide is still progressing.

LOCAL PROJECT OBJECTIVES

The regular school term projects were supplementary in nature and were directed specifically toward those needs of the migrant students which were not being met adequately in the regular school program. Thirty (30) of the units included an objective relating to improvement in language arts; twenty-nine (29) included mathematics in their projects; nineteen (19) included an objective relating to students' social adjustment and twenty-three (23) included a health service objective. Topics of other objectives during the regular school year were parent involvement, staff development, natural science and social studies.

There was a marked increase in the number of objectives in the summer project proposals. This was due to the state consultants insisting that the LEAs include objectives relating to all phases of project operations in the project proposals. The evaluation of each project was based upon the set of objectives in the project application. All of the local project objectives were supportive of the State Program objectives. In addition to specific performance objectives in each instructional area, the projects included staff development, dissemination of information, clerical responsibilities, project evaluation, fiscal reporting, parent advisory committee activities, health services, recruitment, social growth, and community involvement among their objectives.

Objectives for both the regular school term and the summer term were the primary basis for evaluating the success of each LEA project. A judgement was made on each objective in each project as to the degree of attainment. Every available source of information bearing upon the objective was used in making this judgement. The most heavily relied upon document was the local evaluation report prepared by the local project director and his staff. Other sources of information used in this evaluation effort were reports of state consultant monitoring visits, reports from news media, and reports from staff development consultants who worked in the LEAs during the operation of the projects.

Summaries of the degree to which each objective in each LEA project was attained are contained in Tables XI and XII.

DISSEMINATION

Dissemination of program information at the local level included news releases to local newspapers, coverage by local radio and television stations, reports to local boards of education and other local groups, pictures, slides and tape recordings which were presented to selected audiences, and the distribution of newsletters.

At the state level there was a periodic dissemination of information through the publication of Migrant Matters. This newsletter was directed to local migrant project directors, school superintendents, advisory committee members, personnel in the State Education Agency, and the U. S. Office of Education. Additional news releases from the Division of Public Information were sent to newspapers, radio, and television stations, wire services and other news media.

Another method of disseminating program information was through reports given at the periodic meetings of the State Advisory Committee on Services to Migrants. One dissemination effort of the State Migrant Education Section is worthy of special note. In cooperation with the Northampton County migrant education project staff, a sixteen millimeter sound film was produced, depicting the activities and services provided in the exemplary migrant education project conducted in Northampton County.

OTHER FINDINGS

The 1975 Annual Evaluation Report on the migrant education in North Carolina contained several recommendations for improvement of the program. The state migrant office took notice of these recommendations and carried out the following actions in response to them.

1. *Summer evaluation visits to the local migrant projects should be conducted by state consultants in migrant education.*

   In the past it had been the custom for outside consultants, evaluators and members of other migrant staffs to participate in the monitoring of summer migrant projects. This caused a considerable amount of disruption of the program in the project being monitored as well as a disruption of the routine in the project or projects providing staff members to monitor another project. As a result of this recommendation, the state migrant office changed the pattern of monitoring visits so that they are conducted by the state migrant consultant without any "assistance from outside sources."

2. *The operation of the mobile instructional program should be evaluated.*

   As a result of this recommendation in the 1975 Annual Evaluation Report, the mobile instructional program was evaluated. It was determined that the cost factors involved for the number of eligible children served made the continuation of the program inadvisable. Therefore the mobile instructional program which had been supported through the state migrant program since 1969 was phased out as of the end of the fiscal year. Equipment used in the instructional program was declared to be surplus and actions were taken to dispose of it according to established procedures.

3. *Evaluate the feasibility of continuing the film lending service.*

   Evaluation of the film lending service revealed that the films were old and in many cases worn to the point that they could not be used any longer. It was also determined that with recent increases in postal rates and the staff time involved in booking, shipping, receiving, cleaning and repairing the films that it was not feasible to continue the film lending service as a part of the state operation. Therefore, the films were inventoried and the unusable films were discarded. The remainder of the instructional films were assigned to local educational agencies which operate educational programs for migrant children. Professional education films and films on Spanish culture or with Spanish narration were retained at the film center and their use will be continued according to the needs of the program.

4. *Evaluate the activities of the program support team.*

   An evaluation of the program support team tends to indicate that the model so carefully worked out on paper does not operate successfully in actuality. Therefore it was the decision of the state migrant office and others involved to discontinue the program support team as a part of the state migrant operations.

5. *Local projects should continue to place emphasis on the language arts instructional program.*

   This recommendation was implemented as indicated by the fact that with one exception every local project funded had a language arts component.

6. *Local projects should place greater emphasis upon the mathematics instructional program.*

   This recommendation was implemented as indicated by the number of projects which included mathematics in the instructional program.

7. *Efforts should be made to recruit all eligible migrant children.*

   This recommendation was implemented as indicated by the number of migrant children enrolled and the new projects initiated.

8. *Local project proposals should include objectives relating to each of the proposed areas of instructional and supporting services and to each relevant area of program management.*

   This recommendation was implemented as indicated by the objectives contained in the local project applications. Refer to Tables IX and X.

9. *Local educational agencies should bring all possible resources to bear upon the educational needs of the migrant children.*

   This recommendation was implemented as indicated by the number of volunteers who worked in the program, the number of aides supplied to the LEAs by the Migrant and Seasonal Farm Workers Association and the supporting services provided by community agencies.

10. *The state migrant office should sponsor a staff development effort to strengthen the local project personnel in the basic skills areas.*

    This recommendation was implemented as indicated by the fact that two workshops in reading and mathematics were conducted for local project personnel.

11. *The state migrant office should improve and refine the reporting procedures associated with the Migrant Student Record Transfer System.*

As a result of this recommendation, the reporting forms associated with the transmittal of student information in the record transfer system have been revised.

12. *The state migrant office should continue its active participation in the State Advisory Committee on Services to Migrants.*

This recommendation has been carried out as indicated by the fact that one of the state migrant consultants serves as secretary to the committee.

13. *The state migrant office should organize a state level parent advisory committee.*

Steps are being taken to organize a state level migrant parent advisory committee. Responsibilities and operating procedures have been determined and input has been obtained from other state agencies and LEAs. It is anticipated that members of the newly formed committee will be installed and the first organizational meeting of the committee will be held during the fall of 1976.

14. *The state migrant office should encourage bilingual-bicultural programs for Spanish-speaking migrants enrolled in local migrant education projects.*

In areas where Spanish-speaking children are enrolled, local administrators are encouraged to employ Spanish-speaking staff members and to use qualified migrants in the project. The state also maintains selected Spanish-narrated films for use in programs having enrollments of Spanish-speaking children. In at least two LEAs, staff members have pursued the study of Spanish so that they would be able to communicate with the Spanish-speaking children.

CHAPTER IV

PROGRAM EFFECTIVENESS

PROGRAM FOCUS

In considering the effectiveness of the North Carolina Migrant Education Program, it is necessary to take into account the different types of projects being operated within the state. Regular school term projects are operated for the benefit of intrastate migrants and the smaller number of interstate migrants who are home-based in North Carolina. These projects are supplementary in nature and are designed to strengthen instructional programs offered through state, local and other federal sources of funding. Summer term migrant education programs are focused more directly on the needs of interstate migrants and provide a full range of instructional and supporting services.

TESTING RESULTS

Statistics provided by the Migrant Student Data Center indicates that there were 7,457 students enrolled in migrant projects in North Carolina during the 1975-76 school year. All of the projects in which these students were enrolled did some testing, and submitted the results of the testing program to the Migrant Student Record Transfer System (MSRTS), so that individual test scores could be entered on the individual student records. According to information from the MSRTS, 7,909 test scores were recorded during this period of time. These test scores represented the results obtained from ninety-nine (99) different standardized tests and sub-tests. The most frequently used tests in order of frequency used were:

California Achievement Test
Gates-MacGinitie Achievement Test
Iowa Test of Basic Skills
Metropolitan Achievement Test
Slosson Oral Reading Test
Science Research Associates Achievement Test
Stanford Achievement Test
Wide Range Achievement Test

These tests, including their sub-tests, accounted for 7,591 of the reported test scores.

The emphasis upon documenting achievement of project objectives with gain scores apparently had an impact on the local projects, since 100 percent of the projects submitted pre-test as well as post-test scores. Students who entered North Carolina migrant projects during the first three months of the regular term stood an excellent chance of being tested with one of the eight most frequently used achievement tests as indicated above.

Although the number of scores received in 1976 exceed those reported in any previous year, all of the difficulties of obtaining cognitive measurements of a mobile population were quite apparent. The use of eight different tests and score types ranging from grade equivalent to raw scores severely limited the statistical comparisons which could be made. Migration and absences made it quite difficult to obtain two sets of measures on the same students over any reasonable span of instruction. Given these difficulties, it was quite challenging to report gain scores representative of three or more projects with more than thirty students at the same grade level on the same test. This standard was reached for approximately half of the gain scores reported and it is believed that such results provide the best estimates to date of the progress being made by North Carolina migrant students.

The instructional period between the scores reported in Tables XIII and XIV varied with the project submitting the scores. The average time for most results was approximately seven months. The average reading gain for this period ranged from one year on the Stanford Achievement Test to five months on the Comprehensive Test of Basic Skills. Since there is an inconsistent pattern of test selection, it is likely that differential project results are a factor in the variability. Inspection of the tables reveals that the range of achievement between grades exceeds the range between tests.

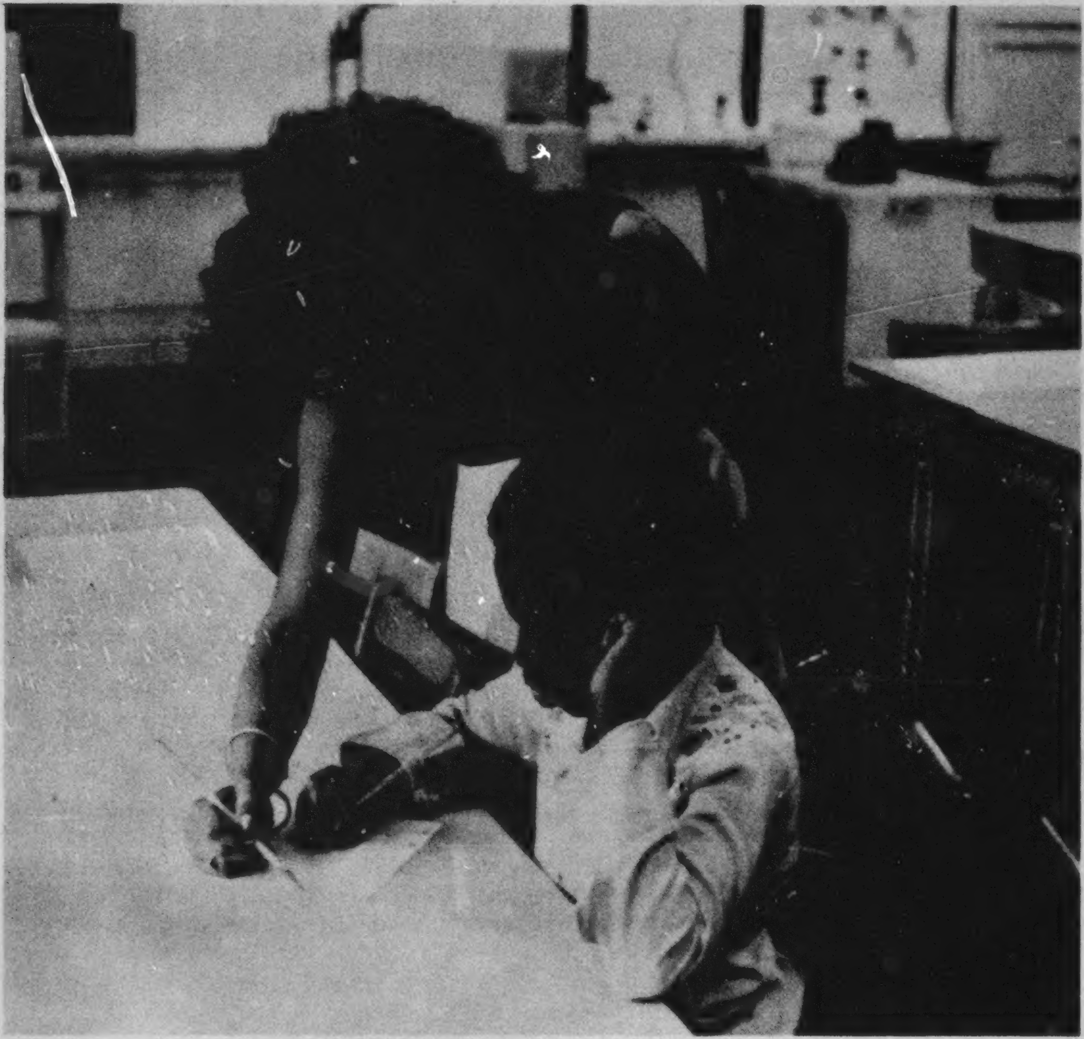
Mathematics gain scores are reported in Table XIV. If these tables could be summarized, the average gain would be approximately six months over the instructional period.

Considering all qualifications which are necessary in the interpretation of this data, the most meaningful comparison may be with previous results. There is a slight improvement in reading performance when the 1976 test results of migrant students are compared to the results reported in 1974. Similar improvements were noted in mathematics where the "average" gain was slightly higher than the 1974 results, and considerably higher than results reported in 1975. This would tend to indicate that the greater emphasis on mathematics instruction in 1976 which was recommended in the 1975 evaluation report resulted in greater average achievement in this area.

It is noted, however, that over the range of grades represented, the deficit in mathematics is less than the reading deficit. In view of what is known about the average achievement of North Carolina students (the 1972 state assessment revealed that sixth grade students were around nine months behind the test publisher's norm), achievement test results for migrant children indicate that reading should continue to be emphasized and the emphasis on mathematics should be increased. Individual project gains are recorded in the respective individual project evaluation reports.

Tables XIII and XIV represent an attempt to maximize the use of available data. Test scores on all pre-tests were averaged in an attempt to ascertain the reading and mathematics status of the current migrant population. The graphic representation of these 3,522 scores is given in Figures VI and VII. These results reveal the mounting deficit facing migrant students as they continue in school. The current pattern is quite similar to those reported in past evaluations. The apparent progress in the upper grades is probably due to the dropping out of many of the less able migrant students. A meaningful goal of the migrant program might well be to decrease the number of secondary school dropouts and thereby increase the numbers of students in these grades.

All test results indicate that North Carolina migrant students are progressing at a rate comparable to most compensatory education students, and that over a two-year period gains in reading have been improved. There is no statistical method by which portions of these gains may be divided between the regular school offerings and the supplementary migrant programs. More elaborate measures could be recommended, but such evaluation designs would far exceed the state evaluation requirements and would possibly exceed the limits of financial feasibility.



EXEMPLARY PROGRAMS

For years it was the policy of the Migrant Education Section to recognize exemplary activities in the local projects. This was valuable in bringing about some desired changes in other local projects. In the 1974 evaluation report this practice was discarded because of the outstanding qualities of one local project and one activity carried out at the state level. These two projects were highlighted in the 1974 evaluation report. Since that time there has not been one local migrant project which stood out so far ahead of all the others that sole attention should be centered upon it. It was determined therefore to select and highlight the outstanding characteristic of each of the projects operated within the state.

It should be noted that in years past the exemplary program or program components reported in the annual evaluation report have been selected from among the summer projects. The pattern of selection this year is changed in that the annual report takes into consideration both regular school term projects and summer term projects. Therefore, some of the exemplary program components will relate to the regular school term projects and some to the summer projects.

The outstanding and exemplary features of the several local migrant education projects are described on the following pages.

Alamance County

Alamance County is to be commended for the program coordination which was evident throughout the summer project. With only one staff member paid with migrant funds, the LEA was able to organize a project staff utilizing Youth Work Experience persons, aides paid through the Migrant and Seasonal Farm Workers Association, LEA personnel who were on a 12 months employment status, and program volunteers. This project staff provided a full range of services to the migrant children enrolled in migrant education project in Alamance County.

Bertie County

Bertie County made an outstanding effort toward the implementation of recommendations contained in previous evaluation reports. Among these changes in the program were the operation of three centers instead of four, transportation of children by school busses rather than in private automobiles and the providing of clothing to those children who had an obvious need rather than providing clothing for all children enrolled in the project.

Bladen County

During the regular school year the migrant teacher developed a good working relationship between the students and the administration. A personal interest was manifested in each student. Clothing and other personal items were made available to each student as the needs arose. As a result of the quality of instruction and their much improved self-image, the students were able to perform at a near normal level.

Camden County

The outstanding feature of the Camden County project was the way the migrant aides performed their duties. Under the direction of the regular classroom teachers, the aide in each of the three schools worked with the migrant students, using psycho-technic film strips, tapes, SRA materials, math games, flash cards and other materials. In this way they assisted the teachers in reinforcing the reading and mathematics skills of the migrant children.

Columbus County

The most outstanding feature of the Columbus County project was the organization of the summer project which made an effective program possible. The program was organized into two instructional centers, each one of which was supervised by a center coordinator who requisitioned the necessary teaching materials and supplies, maintained contact with the central office administration, and provided overall supervision to the instructional and supporting personnel in their respective centers.

Duplin County

One of the most outstanding features of the Duplin County project during the regular school term was the abundance of teaching materials which were available to the tutors. The instructional aides and tutors had access to such a wide variety of commercial and teacher-made materials that they were able to make an impact upon the academic achievement of the migrant children.

Edenton-Chowan

The most commendable feature of the Edenton-Chowan regular school term project was the individual attention which was provided to the migrant children. This is pointed out in the case of a non-reader in an upper grade. Had it not been for almost constant one-on-one attention to this individual there could have been no learning on the part of the student. However, because of the individual attention which was given the individual made commendable progress.

Edgecombe County

All of the migrant tutors in Edgecombe County hold class "A" teaching certificates. Because of their knowledge and training in education and their imagination and foresight they made the migrant program more effective by establishing relationships with their students which allows for a freedom of expression. Students discussed their personal problems and sought the counseling of their migrant tutors in finding solutions to them.

Gates County

It has long been recognized that the LEAs which have strong support from the superintendent's office will have a strong migrant education program. This kind of support from the superintendent in Gates County foretells the development of an excellent program for the migrant children who enroll in it.

Goldsboro City

A meaningful activity for the migrant students at Goldsboro during the regular school term involved having them to select a writing form and use it to write material for a booklet which they made and shared with other members of the class through a simulated TV newscast.

Greene County

One of the commendable factors in the Greene County regular school term program was the efforts which were made to broaden and improve the tutorial program so that it would reach the greatest number of migrant children possible with a quality program of instructional services.

Halifax County

The career exploration class in the Halifax County summer migrant project was an outstanding feature of the program. A great variety of activities introduced the students to many classes of occupations in a very effective manner.

Harnett County

The greatest improvement noted in the Harnett County program was the shift away from a supportive service emphasis to a concentrated effort to meet the academic needs of the migrant children enrolled in the regular school term project.

Haywood County

One aspect of the Haywood County project which merits attention is the excellent home-school coordination maintained throughout the regular school term. In addition to his role as a tutor, the teacher acted as a home-school coordinator, visiting the homes of each of the migrant children, providing program information, and soliciting cooperation and assistance from the parents in the education of their children.

Henderson County

The summer project in Henderson County was strengthened this year by the assignment of personnel to the responsibilities of daily supervision of project activities and for the constant attention to keeping accurate records on the migrant children. This made it possible to use the same reading program in the summer project that will be used in the regular school term later, and to have an accurate record of the individual reading levels of the migrant children at the very beginning of the regular school year. Because of this planned effort toward program continuity, no time will be needed for doing reading assessments at the beginning of the regular school term, and instruction can begin immediately.

Hertford County

Hertford County is recognized for the coordination which was evident in its summer migrant project and the other program in progress at the same school site. Regular ESEA Title I children and personnel shared the same instructional building, cafeteria, school library and transportation facilities with the migrant program. A program coordinator worked with the two programs in planning effective programs for the children.

Johnston County

Guidance, direction and effective program management made it possible for Johnston County to achieve a high measure of success in several subject areas. Art and movement education were presented so that they assisted the migrant children in the attainment of the goal of realizing their special qualities, and developing a feeling of worth and accomplishment.

Lenoir County

The staff development efforts of the Lenoir County regular term migrant project were noteworthy. The migrant staff met each Friday to discuss any problems which may have arisen with the students. They developed new teaching materials and worked out procedures for dealing with the problems of the migrant children.

Martin County

A noteworthy quality of the Martin County regular school term project was the rapport which the migrant tutors were able to develop with the regular school staffs and with the migrant children. The tutors worked under the supervision of the classroom teachers, helping the migrant children to identify their physical and academic problems and to cope with their social and personal problems.

Maxton City

The most outstanding feature of the Maxton City summer migrant project was the correlation of the field trips with the language arts program. Because of the well-planned field trips and the follow up activities, the students learned to write about their experiences and to express themselves effectively.

Montgomery County

Montgomery County is to be congratulated on the intensity of its efforts to recruit and enroll the eligible migrant children in its regular school term migrant education project.

Nash County

An extraordinary feature of the Nash County regular school term project was its efforts to upgrade the competencies of the migrant staff. Each week the staff devoted approximately four (4) hours to the development of teaching materials, tutorial techniques, teaching methods, and problems related to discipline, reports, etc. These sessions were planned and conducted by the central office supervisory personnel.

Northampton County

The dissemination efforts of the Northampton County migrant project should be recognized. In addition to newspaper, radio and television coverage, and dissemination of program information through local migrant councils and parent advisory committees, a documentary film on the project has been shown to literally thousands of persons in North Carolina and other states in the migrant stream.

Pasquotank County

The most noticeable attribute of the Pasquotank County summer migrant project was the effectiveness of the instruction which was made possible through the concentrated efforts of the staff to maintain a united front in striving to meet the needs of the migrant children. This unity was attained through the cooperation among the staff members and the sharing of materials and innovative ideas.

Perquimans County

Even though this is the first year of operation of a migrant education project in Perquimans County, they were successful in the identification and recruitment of 55 eligible migrant children. This should be considered outstanding.

Pitt County

The atmosphere of success which the tutors were able to develop for the migrant children made it possible for them to build their self-image and improve their rate of academic achievement. This is commendable.

Red Springs City

The operation of the media center in the Red Springs summer migrant project is worthy of note. The center personnel worked closely with the teachers and with individual students and small groups in an effort to meet the needs of the children and the goals of the program.

Richmond County

The dedication and devotion of the Richmond County summer migrant staff are responsible for the commendable manner in which the program was implemented. Many extra hours of planning and preparing materials went into the efforts to meet the needs of the migrant students.

Robeson County

The most significant improvement in the Robeson County summer migrant project was the action taken in response to previous evaluation reports to establish a school based instructional program and the necessary food and transportation services to make it successful.

Saint Pauls City

One of the features to be recognized in the St. Pauls regular school term migrant project was the expansion of program services so that children in the upper grades are being given an opportunity to benefit from the project activities.

Sampson County

The efforts of the Sampson County migrant project staff to provide individualized instruction within a traditional instructional setting were commendable.

Scotland County

The Scotland County migrant project should be recognized for the outstanding manner in which the teaching of academic subjects was correlated. A clinical instructional approach was used to provide for the prescribed instruction to meet the needs of the individual children.

Tyrrell County

Tyrrell County is recognized for the efforts they made in the coordination of the migrant project with the regular school program. The regular school term teachers cooperated fully with the migrant aides in meeting the identified needs of the migrant children.

Washington County

The arts and crafts program in the Washington County summer migrant project was excellent. A "hands-on" approach was used to allow the students opportunities for artistic expression in the construction of crafts items.

Wilson County

The way that the Wilson County summer migrant project was able to attract and utilize volunteer services was truly commendable. During the summer program four (4) volunteers provided more than 100 hours of instructional services as well as contributing materials and equipment to be used in the program.

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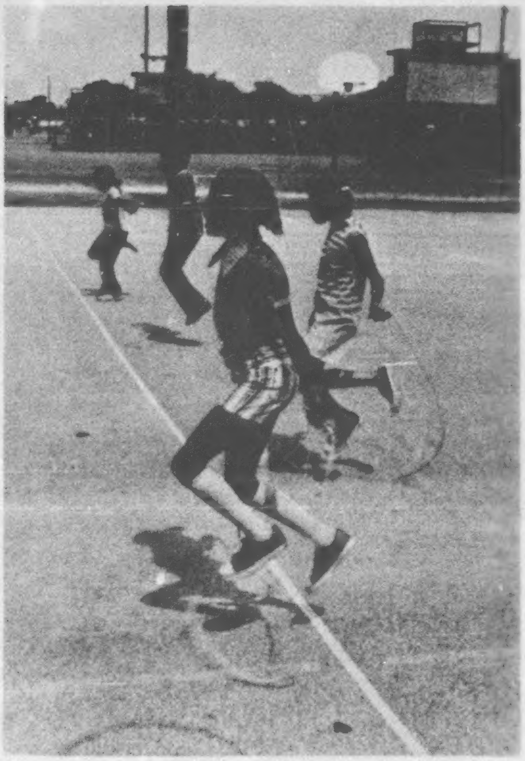

CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY

All available information indicates that the North Carolina Migrant Education Program is adequately meeting the legislative requirements and the national program objectives. It is meeting the state goals for the program and has developed an effective procedure of delivering services to eligible migrant children through indirect administration of project activities through the local educational agencies. Correspondence from the Office of Education indicates that the "program evaluation procedures and subsequent reporting format continue to improve. The migrant program staff is to be commended for the continual upgrading of this important program activity."

Priorities set the emphasis, and objectives give focus to the state program. Exemplary activities were noted in the regular and summer term projects. Summer projects for secondary school interstate migrant youths were drastically reduced because of rulings and interpretations of the Office of Education relating to eligibility. Mobile vocational instruction was discontinued because of the results of a study of costs and effectiveness. The film library at the regional education center was closed and the resources were distributed to areas having concentrations of migrant children. The Program Support Team was disbanded, with the funds which had supported it being used to provide direct services to the migrant children. Additional program support for the state migrant education program was obtained through cooperative agreements with the Migrant and Seasonal Farm Workers Association. A total of five (5) new projects were initiated during the year.

All local projects used some type of achievement measurement to document attainment of major project objectives. Analysis of test results generally support the positive conclusion recorded in the local evaluation reports. A status calculated from pretest scores of 7,591 migrant students in all grades reveals that, compared to national norms, these migrant students face mounting deficits as they progress through the schools. In comparison to the achievement of other compensatory students and the statewide assessment of student progress in North Carolina, however, this status is not overly depressing. Analysis of gains for various subgroups of the regular school term migrant population reveals an increase in reading achievement compared to previous results. Mathematics gains were essentially the same as those reported in 1975. Overall, the test results reflect the program emphasis and add a note of progress to the 1976 program.

RECOMMENDATIONS

Recommendations for improving the effectiveness of the migrant education program fall naturally into three categories - evaluation, LEA project management and the SEA program management. Even though program and project management are related directly to evaluation, evaluation is included as a separate category since recommendations for changes in program and project administration must depend upon findings of facts revealed by evaluations.

EVALUATION

1. *Each local project should include an objective for each area of instruction, each supporting area included in the project and each management function required by the federal law and the national program guidelines.*

The purpose of objectives is to set a level of performance which will be acceptable to the evaluator and/or program manager. Each LEA administrator should develop a set of objectives for the migrant education program which will support the state objectives and national goals while at the same time setting a challenging level of performance for the administration of the project and achievement of the children. Each objective should indicate the criteria to be used in assessing its attainment and the documentation to be used in the evaluation report to support the evaluator's assessment of its attainment.

2. *The staff development needs of school clerks should be assessed and training programs developed to meet these needs.*

Some of the school clerks have been employed in their present position for a number of years and are proficient in their work. Because of staff turnover and the initiation of new programs in the state some school clerks need training in the duties and responsibilities of their position and the policies, procedures and technical requirements of the National Migrant Student Transfer System. While some clerks do not need this kind of training, it is recommended that those who do be organized into reasonably sized groups and provided with the necessary instruction. To be most effective the instruction should be provided by the terminal operator who handles the transactions for the school clerk.

3. *There should be a continuous and on-going evaluation of the effectiveness of the staff development provided by the state migrant office.*

Effectiveness of the staff development efforts of the state migrant office have been limited to the end-of-session appraisal of the workshop participants. Questionnaires completed by the participants often indicate that changes are needed in the workshop format, but largely they have indicated that the workshop was worthwhile, that it was effective in bringing about possibilities of improved instruction and that it met its objectives relating to improving competencies of instructional personnel or introducing more effective teaching methods.

If the proof of the pudding is in the eating, the proof of the effectiveness of staff development efforts must surely be in the changes which take place in the classroom. It is therefore recommended that state consultants monitor the local projects for the purpose of determining how much of an impact the staff development workshops have had on changing the curriculum and teaching methods. Information obtained from such monitoring should be used to strengthen those areas which are found to be weak, to devise more appropriate or more effective staff development workshops, and to serve as a basis for the evaluation of project staff performance.

4. *The state consultant should present the evaluation findings to the LEA.*

An individual taped evaluation is prepared for each LEA. In order to make the greatest impact on the local project and bring about the greatest amount of project improvement in future projects it is recommended that the state consultant arrange an appointment with the superintendent and the staff members involved in the migrant project and that the taped evaluation including findings and recommendations be presented at that time. At this time the LEA staff will be able to obtain additional information if necessary and formulate responses and reactions to be recorded on the evaluation tape before it is returned to the state migrant office.

SEA PROGRAM MANAGEMENT

1. *Efforts should be made to develop an Administrative Guide.*

During recent months several states, among them North Carolina, have developed an administrative guide and self assessment instrument which might be used by program and project administrators. Since the instrument was developed to be used over a wide range of responsibilities by individuals in any of the states having migrant projects it follows that it could not be a perfect instrument for any particular administrator at a particular level of management. Therefore it is recommended that the state migrant office use this material as a pattern and develop specific information which will make it adaptable to the administrative functions in North Carolina's migrant program.

2. *The state migrant office should make every reasonable effort to secure supporting services from other agencies and organizations.*

Through the activities of the State Advisory Committee on Services to Migrants the state migrant office has been able to establish lines of communication with other agencies and organizations serving migrant families. Knowledge of programs and services is available from each of the member organizations of this committee. It has been through the exchange of information and establishment of these lines of communication that the state migrant education office has been able to secure personnel from the Migrant and Seasonal Farm Workers Association. This cooperative effort should be continued.

At the same time there should be a concerted effort to secure the services of other agencies. Home-school coordinators and other liaison personnel should seek the assistance of local department of health, social services and other governmental agencies in support of the migrant education program. Referrals should be made to the appropriate agencies and organizations so that the delivery of their services will have an impact on the migrant family, and thereby be a support to the educational program for the children in the family who are enrolled in the migrant education program.

3. *The state education agency should complete the work already begun to organize and activate a state level, state-wide parent advisory committee to service the migrant program.*

Efforts to organize and activate a State Migrant Parent Advisory Committee were begun last year in response to a recommendation contained in the 1975 State Annual Evaluation Report. Much of the groundwork required for such an undertaking has been completed. Proposed by-laws have been formulated, proposed responsibilities have been projected, and the necessary contacts have been made with the local parent advisory committees throughout the state.

These efforts have been productive up to this point, and it is recommended that they be continued so that the State Migrant Parent Advisory Committee can become an active organization, making its unique contribution to the improvement of the state's migrant education program.

4. *The state migrant office should continue its efforts to improve LEA staff competencies through workshops and technical assistance.*

The results of tests reported in this evaluation report indicates that the migrant children are below the expected achievement levels in reading and mathematics. In addition to the technical assistance which is provided to the LEA through the state migrant consultants, the state migrant office should develop plans for workshops designed to improve the competencies of the LEA migrant project personnel in teaching these basic educational subjects.

5. *The state migrant office should continue its active participation in the State Advisory Committee on Services to Migrants.*

For several years the state migrant office has been active in the State Advisory Committee on Services to Migrants. This kind of attention to the programs and responsibilities of other governmental agencies and private non-profit organizations has paid worthwhile dividends in support to the migrant education program. Through the cooperation and coordination of efforts, the state migrant education office has been able to solicit and obtain supporting services from other member agencies of the state advisory committee which otherwise would not have been available.

It is also noted that the purpose of the committee is to provide a forum to facilitate the free flow of information among the agencies represented so that program coordination such as that referred to above may be carried out, and so that duplication of efforts are minimized while providing the maximum benefits to each program recipient.

During the past year one of the state consultants in migrant education served as secretary of the state advisory committee. Such active participation is commendable and should be continued in the future.

6. *The state migrant office should assume a greater role in the identification and certification of eligible migrant children.*

Several areas in the state are known to have migrant farm labor at certain times during the year. Because of the importance of recruitment and enrollment of the eligible children in the continuity of their educational programs, the SEA should survey those areas in the state to determine if there are any eligible migrant children accompanying the farm labor which is employed in the harvest of our crops. Where concentrations of children are found to exist, efforts should be made through the local educational agency to provide an educational program for them.

An analysis of the age and grade placement of migrant children enrolled in the migrant education program indicates that much attention is being given to the enrollment of eligible children in the elementary schools. The number of secondary school children enrolled in the regular schools program is much less by comparison than the children enrolled in the elementary school. This may be caused by the dropping-out of the migrants when they reach secondary school age. Again, it may be that not enough effort is being made to enroll the secondary school-age migrants in the local projects.

Interstate and intrastate migrants and formerly migratory children, according to the definitions contained in the program regulations, should be recruited into the program regardless of their grade placement. Special attention needs to be given to recruitment of students in the upper grades and to the enrollment of students who are eligible under the formerly migratory definition.

Due to the smaller numbers of children in the program at the upper grade levels, it may not be economically feasible to offer a special supplementary program of instruction for them, but enrolling them in the project and reporting their academic progress through the Migrant Student Record Transfer System will assist schools in other school districts and other states in providing a measure of continuity to their educational programs when they leave the area.

Where programs of instruction can be offered to the children in the upper grades, and where testing programs can be applied, a larger number of test scores from this school level will provide a more accurate picture of the achievement levels of the secondary school students in the program.

Another very important reason for enrolling all eligible children is the fact that enrollment in the Migrant Student Record Transfer System provides the basis for program funding.

Once the children are enrolled in the LEA project the state migrant office should not shirk its function of monitoring the project and checking on the eligibility of any child to receive services under the project.

7. *The state migrant office should provide timely program information to the parents of the migrant children.*

The information dissemination activities of the SEA are outstanding. Notwithstanding the excellence of the publications produced and distributed by the state migrant office, there can still be some improvement made in the kind of information which is made available to the parents of the migrant students.

Summaries of program activities, reports of exemplary projects and noteworthy accomplishments of the migrant projects are necessary to carry the migrant education story to the public. One of the things which is lacking in this type of dissemination is specific information about the program that the parents should know at the time that they entrust their children to the local school personnel. It is recommended, therefore, that the state migrant office develop an information brochure, to be printed in English and Spanish, which will give the migrant parent an insight into the purpose of the migrant education program and the functions of the national Migrant Student Record Transfer System.

LEA PROJECT MANAGEMENT

1. *The local educational agencies should provide bilingual-bicultural programs for Spanish-speaking children in their migrant projects.*

Several areas of North Carolina have a significant number of Spanish-speaking families during the summer harvest season. Most of the Spanish-speaking children in these families enroll in migrant education programs but are given no special consideration because most of them can also speak English. Traditionally, instruction is in English for all children, even those whose native language is Spanish. If a child is unable to understand and speak English, efforts are generally made to employ a Spanish-speaking staff member so that there can be some communication with the child.

This kind of attention to the Spanish-speaking child does not allow him to develop at his maximum rate. It is therefore recommended that in those areas where bilingual or Spanish-speaking students are enrolled, the first preference for employment be given to bilingual teachers and aides, and that teachers and aides who speak only English be given last consideration. This will assure that sufficient numbers of bilingual personnel will be on hand to communicate with the pupils at the time they report to school.

In line with the recommendation for providing bilingual-bicultural programs for Spanish-speaking children, the local educational agencies should provide ample instructional materials printed in Spanish and adequate cultural materials to be used in the classroom so that the curriculum is compatible with the cultural background of the students rather than an English program with some of the communication being in a foreign language.

2. *The local educational agencies should make every reasonable effort*

to coordinate the migrant education with the other on-going instructional programs in the local schools.

The migrant children enrolled in the public school are entitled to all the instructional and supporting services provided by that school to any other child. The level of state and local expenditures for the migrant child should be the same as that for the resident child. In addition to this, any programs funded by federal funds, such as ESEA Title I programs for economically disadvantaged children, should be applied to migrant children on the same basis as for other children in the school district.

After all this the migrant child is still eligible for the special services provided through the migrant education project. This raises some organizational and administrative problems which must be resolved by the local project administrator and other LEA school officials. Between them, arrangements should be made so that each migrant child benefits from all the available services in the school district. Not only should the migrant child receive the benefits of all the programs in the school for which he is eligible, the various components of the curriculum and supporting services should be organized and coordinated so that they form a unified pattern of services. The local project application should be written so that it will reflect this pattern of coordinated services.

3. *The local migrant project personnel should make maximum use of information on the individual migrant student transfer record.*

The national Migrant Student Record Transfer System collects and maintains a file of scholastic and health information on each migrant child. As the child re-enrolls in migrant programs in any of the participating states more information is added to the file. The accuracy of the information on any child and the usefulness of this information is determined by the attention which is given to reporting information as it is generated and the ability of the local school personnel to extract this information from the printed record.

Several actions seem to be in order if the accumulated information is to be of maximum benefit to the continuity of the instructional program for the migrant child.

The first requirement is that all the instructional personnel and health providers in the local school must give the school clerk or other responsible person the exact information which should be reported on each child.

Next, the school clerk must be able to encode that information and transmit it to the teletype terminal operator who will put it into the system.

Last, and probably most important, the local school personnel must have access to the most recent printed record on the migrant child and must be able to decode the information on the record so that it can be used in determining the most effective program for the individual.

The LEAs should take whatever steps are necessary to see that these requirements are met.

APPENDIX

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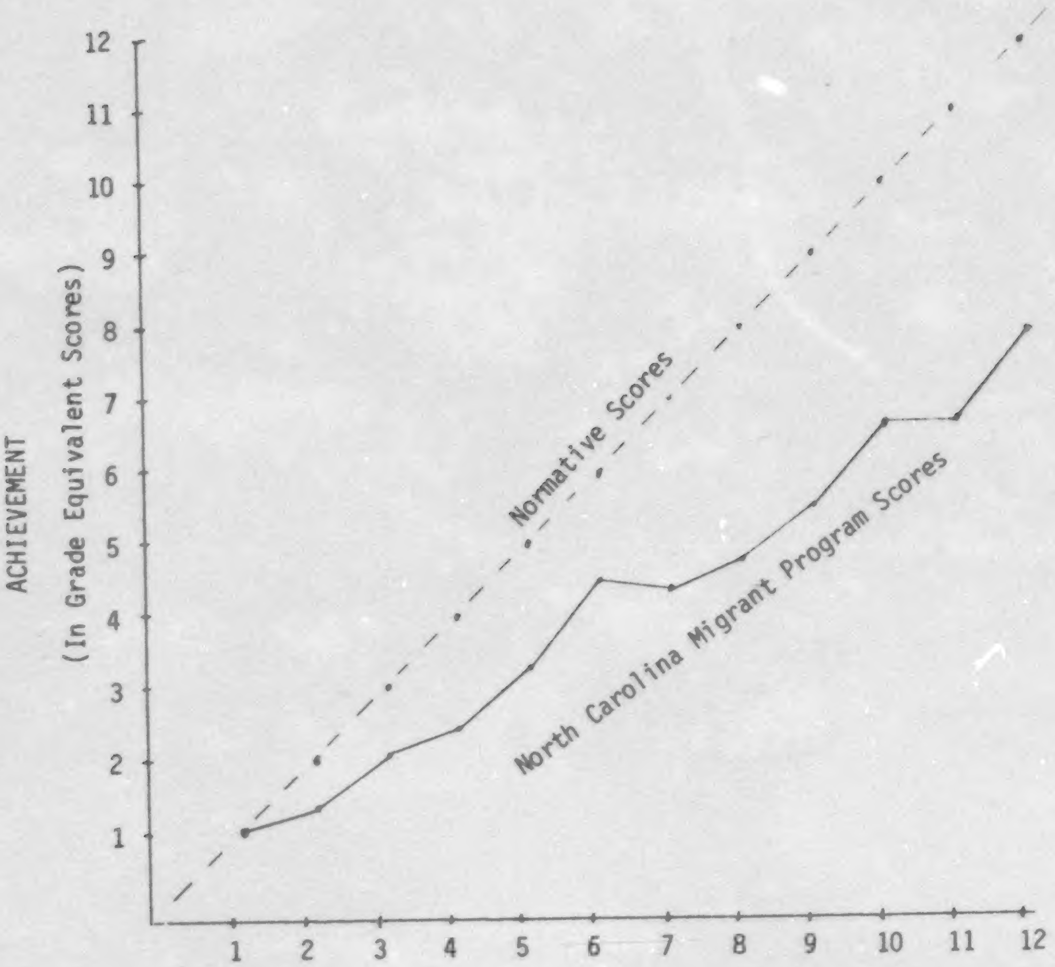
FIGURE VI

READING STATUS 1975-76

National Normative Scores and North Carolina Migrant Program Scores*

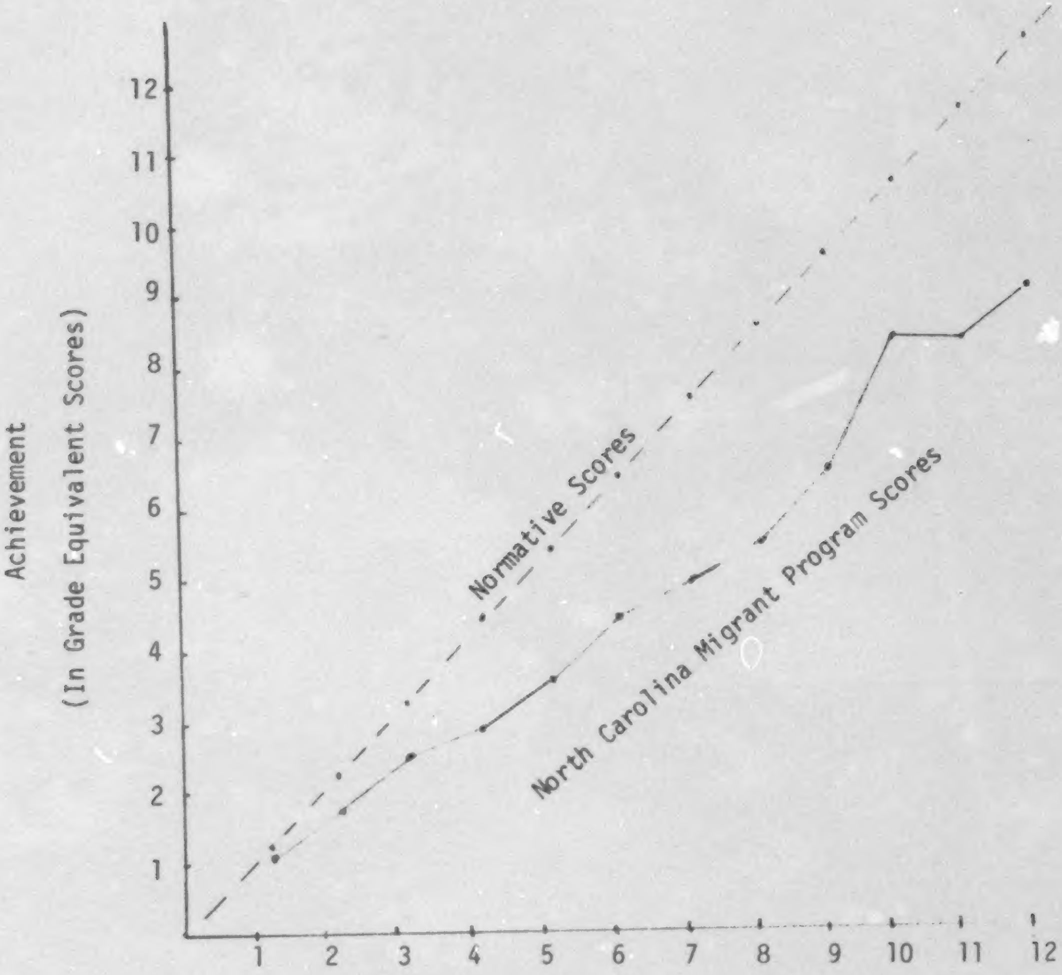


*Based on Data from Table XIII

FIGURE VII

MATHEMATICS STATUS 1975-76

National Normative Scores and North Carolina Migrant Program Scores*



*Based upon Data from Table XIV

TABLE XIII

READING STATUS

Regular School Term 1975-76

Mean Grade Equivalent Scores

Grade	Number of Students	Mean Grade Equivalent	Deviation from Expected Achievement
1 (1.2)	82	1.2	———
2 (2.2)	291	1.4	- .8
3 (3.2)	318	2.1	- .8
4 (4.2)	335	2.5	-1.7
5 (5.2)	318	3.3	-1.9
6 (6.2)	229	4.6	-1.6
7 (7.2)	236	4.4	-2.8
8 (8.2)	183	4.7	-3.5
9 (9.2)	91	5.6	-3.6
10 (10.2)	109	6.7	-3.5
11 (11.2)	50	6.7	-4.5
12 (12.2)	42	7.9	-4.3

These results were obtained by averaging all pretest scores reported in grade equivalents on the California Achievement Test, Comprehensive Test of Basic Skills, Iowa Test of Basic Skills, Gates-MacGinitie Test, Metropolitan Achievement Test, SRA Achievement Series, Stanford Achievement Test and Slosson Oral Reading Test. While it is recognized that such averaging is not strictly valid, the results provide the most meaningful estimate of the reading status of the migrant children at each grade level that can be obtained from the available test data.

TABLE XIV

MATHEMATICS STATUS

Mean Grade Equivalent Scores for all Tests*
From Beginning of year and early mid-year data

1975-76 Regular Term

Grade	Number of Students	Mean Grade Equivalent	Deviation
1 (1.2)	52	1.1	-0.1
2 (2.2)	115	1.4	-0.8
3 (3.2)	137	2.1	-1.1
4 (4.2)	175	2.6	-1.6
5 (5.2)	187	3.2	-2.0
6 (6.2)	143	4.1	-2.1
7 (7.2)	143	4.6	-2.6
8 (8.2)	117	5.1	-3.1
9 (9.2)	66	6.1	-3.1
10 (10.2)	48	7.9	-2.3
11 (11.2)	33**	7.8	-3.4
12 (12.2)	22**	8.6	-3.6

*These results were obtained by averaging all pretest scores reported in grade equivalent form on the Metropolitan Achievement Tests, Iowa Tests of Basic Skills, California Achievement Tests, SRA Achievement Tests and the Comprehensive Test of Basic Skills. While it is recognized that such averaging is not strictly valid, the results provide the most meaningful estimate that can be obtained from varying test data.

**Small number of cases

TABLE XV

IOWA TEST OF BASIC SKILLS: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	1	.6	1.5	.9
2	54	1.4	2.2	.8
3	78	2.3	3.3	1.0
4	72	2.6	3.5	.9
5	44	3.1	3.9	.8
6	36	4.3	5.0	.7
7	25	4.9	5.7	.8
8	6	5.3	5.9	.6
9	4	6.1	5.8	-.3

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XVI

GATES-MACGINITIE TEST: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
2	45	1.3	1.8	.5
3	48	1.8	2.3	.5
4	40	2.4	3.0	.6
5	57	2.7	3.3	.6
6	44	3.3	3.7	.4
7	55	3.6	4.1	.5
8	41	3.8	4.3	.5
9	9	4.4	4.8	.4

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XVII

METROPOLITAN ACHIEVEMENT TEST: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	12	.9	1.4	.5
2	31	1.8	2.3	.5
3	34	2.1	2.9	.8
4	47	1.8	3.1	1.3
5	38	3.4	4.1	.7
6	21	3.7	4.4	.7
7	21	4.2	5.0	.8
8	24	5.1	6.3	1.2
9	9	6.2	6.6	.4

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XVIII

SRA ACHIEVEMENT SERIES: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	30	1.4	1.7	.3
2	16	1.7	2.3	.6
3	33	2.6	3.3	.7
4	19	2.4	3.6	1.2
5	22	4.2	4.9	.7
6	21	4.8	5.4	.6
7	22	5.3	6.1	.8
8	22	5.9	6.6	.7
9	24	7.1	7.8	.7
10	35	8.3	8.9	.6
11	23	8.5	9.4	.9
12	19	9.0	9.8	.8

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XIX

STANFORD ACHIEVEMENT TEST: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	30	.9	1.7	.8
2	43	1.5	2.2	.7
3	29	2.3	3.5	1.2
4	35	2.8	3.9	1.1
5	28	4.3	5.2	.9
6	26	4.2	5.5	1.3
7	38	4.6	5.4	.8
8	26	5.2	6.2	1.0

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XX

SLOSSON ORAL READING TEST
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	18	.3	1.1	.8
2	62	1.2	2.3	1.1
3	45	2.2	3.1	.9
4	45	3.1	3.9	.8
5	50	3.6	4.6	1.0
6	51	4.6	5.7	1.1
7	40	3.9	4.6	.7
8	20	4.6	5.6	1.0
9	8	4.8	5.4	.6
10	27	5.2	6.6	.6
11	2	2.9	3.3	.4

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XXI

CALIFORNIA ACHIEVEMENT TEST: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	5	0.6	1.9	1.3
2	33	1.2	1.7	.5
3	35	1.6	2.5	.9
4	65	2.6	3.3	.7
5	65	2.8	3.6	.8
6	43	3.7	4.5	.8
7	30	4.1	5.3	1.2
8	33	4.2	4.9	.7
9	29	5.0	5.5	.5
10	41	6.2	6.5	.3
11	20	5.7	6.3	.6
12	19	6.5	7.1	.6

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XXII

COMPREHENSIVE TEST OF BASIC SKILLS: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	7	1.1	1.9	.8
2	11	1.4	2.1	.7
3	16	2.1	2.7	.6
4	12	2.6	3.3	.7
5	14	3.1	3.4	.3
6	13	3.8	4.1	.3
7	10	4.8	5.1	.3
8	11	5.1	5.4	.3
9	8	4.8	5.7	.9
10	6	7.2	6.7	-.5
11	5	6.1	9.1	.3
12	4	9.2	9.7	.5

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XXIII

METROPOLITAN ACHIEVEMENT TEST: MATH
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	12	.6	1.3	.7
2	36	1.6	2.4	.8
3	30	2.3	3.0	.7
4	43	2.7	3.5	.6
5	38	3.4	4.3	.9
6	22	4.1	5.0	.9
7	20	4.8	6.0	1.2
8	25	5.2	6.1	.9
9	6	5.9	6.4	.5

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XXIV

COMPREHENSIVE TEST OF BASIC SKILLS: MATH
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	4	1.0	.8	-.2
2	10	1.3	1.9	.6
3	7	2.2	2.9	.7
4	12	2.6	3.4	.8
5	8	3.4	4.5	1.1
6	4	3.3	3.9	.6
7	10	4.5	5.7	1.2
8	8	4.6	5.9	1.3

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XXV

IOWA TEST OF BASIC SKILLS: MATH
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	1	.6	1.5	.9
2	3	2.0	2.6	.6
3	16	1.8	2.6	.8
4	18	3.1	3.9	.8
5	23	3.5	4.2	.7
6	26	4.9	5.7	.8
7	11	5.5	6.2	.7

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XXVI

CALIFORNIA ACHIEVEMENT TEST: MATH
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	5	.6	1.6	1.0
2	50	1.2	1.8	.6
3	51	2.0	2.6	.6
4	83	2.3	3.2	.9
5	96	2.9	3.6	.7
6	70	3.7	4.3	.6
7	80	4.2	5.0	.8
8	62	4.8	5.3	.5
9	36	5.5	6.0	.5
10	13	6.9	6.8	-.1
11	10	6.3	6.5	.2
12	3	6.4	6.5	.1

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XXVII

SRA ACHIEVEMENT SERIES: MATH
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	30	1.4	1.6	.2
2	16	1.5	2.1	.6
3	33	2.2	2.9	.7
4	19	3.0	3.8	.8
5	22	4.1	4.9	.8
6	21	4.6	5.3	.7
7	22	5.3	6.0	.7
8	22	5.8	6.7	.9
9	24	7.1	7.7	.6
10	35	8.3	9.1	.8
11	23	8.5	9.3	.8
12	19	9.0	9.8	.8

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.